

**IMPROVING THE WRITING SKILLS THROUGH DIARY WRITING OF
THE TENTH GRADE STUDENTS OF SMA N 1 NGEMPLAK**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in the English Language Education



Nofi Yulianti

NIM. 10202244085

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL SHEET

**IMPROVING THE WRITING SKILLS THROUGH DIARY WRITING OF
THE TENTH GRADE STUDENTS OF SMA N 1 NGEMPLAK**

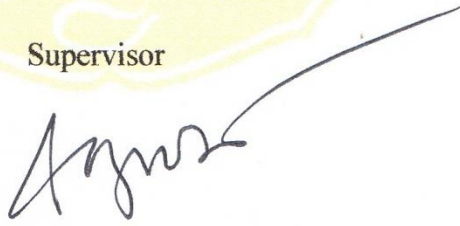
A Thesis

Nofi Yulianti

10202244085

Approved on July 2nd, 2014

Supervisor



Dr. Agus Widyanoro, M.Pd.

NIP. 19600308 198502 1 001

RATIFICATION

IMPROVING THE WRITING SKILLS THROUGH DIARY WRITING OF THE TENTH GRADE STUDENTS OF SMA N 1 NGEMPLAK

A Thesis

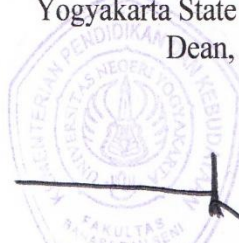
Nofi Yulianti
10202244085

Accepted by the Board of Examiners of English Education Department,
Faculty of Languages and Arts, Yogyakarta State University on July 14th, 2014 and
declared to have fulfilled the requirements for the attainment of the degree of
Sarjana Pendidikan in English Language Education.

BOARD OF EXAMINERS

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Second Examiner	: Dr. Agus Widyantoro, M.Pd.	4.

Yogyakarta, July 14th, 2014
Faculty of Languages and Arts
Yogyakarta State University
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Nofi Yulianti

NIM : 10202244085

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Penulis,



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MOTTOS

If you can't fly, then run.

If you can't run, then walk.

If you can't walk, then crawl.

But whatever you do, you have to keep moving forward.

Martin Luther King Jr.

Nothing ever goes away until it teaches us what we need to know.

Pema Chordon

DEDICATIONS

This thesis is dedicated to:

my beloved parents, *Bapak Turmuji* and *Mamah Asiyah* who always give me care, love, and endless prayer to reach my dreams.

my lovely brother and sister, *Bang Topik* and *Dika*, who always support and take care of me.

my lovely PBI J'10 friends who give me a nice and best friendship.

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Praise to Allah SWT the most merciful and Almighty for His immeasurable blessing and love. Peace be upon Muhammad SAW, the last messenger of the only greatest teaching.

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At last, I consider that my thesis is still far from being perfect. Therefore, any criticism, ideas, and suggestions for the improvement of this thesis are highly appreciated.

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IMPROVING THE WRITING SKILLS THROUGH DIARY WRITING OF THE TENTH GRADE STUDENTS OF SMA N 1 NGEMPLAK

Nofi Yulianti
NIM 10202244085

ABSTRACT

This research was aimed at implementing diary writing as a medium to improve the writing skills of the tenth grade students of SMA N 1 Ngemplak in the academic year of 2013/2014.

This research was an action research study. The participants of this research were 31 students of grade X D, the English teacher, and the collaborator. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview with the English teacher and the students and observations during the teaching and learning process. Meanwhile, the quantitative data were in the form of the results of the students' writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test).

The results of the research showed that there were improvements on the students' writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics. First, in the content aspect, the gain score is 4.37. Second, the gain score for the organization aspect is 3.34. Third, in the vocabulary aspect, the gain score is 3.42. Fourth, the gain score for the language use aspect is 5.15. The last, the gain score for the mechanics aspect is 0.78. In addition, the result of the t-test shows that the t-value is -11.939 and the significance level of the difference between means is 0.000 which is lower than 0.05. It indicates that the difference between the means is significant. Therefore, the hypothesis of "Diary writing can improve the writing skills of the tenth grade students of SMA N 1 Ngemplak" is accepted.

CHAPTER I INTRODUCTION

The objective of this study is to improve the students' writing skills through diary writing. In this part, some sub chapters are presented. They are background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, and significances of the study.

A. Background of the Problems

English has become an important means which takes an important role in the development of the world. The development of science, technology, and cultures are the examples of any development which cannot be separated from the use of English. People around the world, as the agents of the development, use English as the international language to communicate, share, take and give information and knowledge to others. Therefore, to be able to follow those developments, every nation should equip their citizens with the ability of using English.

There are a number of ways that can be used to learn English. One of the ways is through education. Since English might be a foreign language for some countries, education is considered the best way to learn English. In Indonesia, English is learnt as a foreign language and as one of compulsory subjects that should be learnt by students especially in the secondary school level, such as in junior and senior high school.

For the senior high school level, based on the School-Based Curriculum, the goal of teaching English is to provide students with knowledge and skills to

make them able to communicate in English either in spoken or written language at the informational level which means that students should be able to use the language to access and share information as a part of their learning either in the spoken or written form.

To be acknowledged as having mastery in English, the language learners should master the four language skills which are divided into receptive skills, such as listening and reading, and productive skills, such as speaking and writing. It means that students should be able to use English either receptively or productively.

Furthermore, in the real life communication, being able to speak in English is not enough. It is because not all communication activities can be held in the form of spoken language, but they sometimes need written form, as stated by Langan, 2005 that writing can be used as a means of communication. In the global era, many aspects of life need writing skill as a part of the requirements. One of the examples which writing takes an important role is in the educational setting. In the educational setting, students are expected to be able to write a kind of academic writing. Therefore, schools or institutions should provide their students with sufficient skills which are needed to face the real world situation with the real language use.

However, based on the observation conducted by the researcher while doing the teaching practice or *PPL program* on August 2013 in SMA N 1 Ngemplak, the researcher found out that there were some problems appeared in the English teaching and learning. Among the four language skills, they are

listening, speaking, reading, and writing, the writing skills in SMA N 1 Ngemplak should be given more attention. Although the teacher was aware that to be able to communicate in written form is important, she did not give enough attention to the students' writing skills.

Because language is a skill, the lack of practice was the problem. The teacher did not give enough writing practices both in the classroom and outside the classroom. In teaching text type for example, the teacher at least needed three meetings to get the students to come to the productive stage. It could be inferred that the students lacked of writing practice.

Moreover, the feedback given by the teacher was in the form of the direct feedback. The teacher preferred to use personal feedback in which when she was correcting the students' writing, she asked the students to come and see on their mistakes, then she directly gave them the correct form. This kind of feedback was considered less effective because it spent much time and not all students got the personal feedback. As a result, because it was a direct feedback, the students would easily forget the correction. It just liked the things that come and go in their mind, so that they could not learn from their mistakes and they even continually made the same mistakes.

Besides that, the students' motivation to write was low. Some students were extremely unconfident and reluctant to write due to some reasons. The main reason was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lacks of vocabulary, grammar, and sentence organization made their ideas could not be properly conveyed.

Therefore, most students seemed to be frustrating when they have to write about something.

Most students even judged themselves that they were not good at writing. They thought that they do not have talents in writing. Actually, those kinds of thoughts often burden themselves and influence their attitudes towards writing. So, the result is that they try to avoid writing, and when they do writing, they do not give their best.

Based on the phenomena above, the teacher needs to find alternative teaching techniques and media which can encourage and motivate the students in the writing class, and also can improve their writing skills. Langan (2008 & 2011) states that as writing is a skill, it makes sense that the more they practice to write, the better their writing will be. He also proposes that keeping a daily or almost daily journal/diary can be an excellent way to get practice in writing. Since the main problem in this case is that the students lacked of practices, therefore diary writing can solve this problem. Through diary writing students can keep a record of their ideas, opinions, and their stories of daily life. It may also encourage the students to become involved and interested in writing.

B. Identification of the Problems

Based on the classroom observation and interview with several students and the English teacher, there were several problems that the students and teacher faced in the writing class. First, the students had low motivation in writing, they were unconfident and reluctant to write because they thought that they did not have enough ideas to write about or they did not have anything to say. When they

had already got the ideas, then they worried about what words, which tenses they should use to convey their ideas and another consideration such as mechanical considerations like spelling and punctuation. Those considerations made their ideas could not be properly conveyed and they were also afraid of making mistakes.

Another problem came from the teacher. The teacher did not give enough writing practices to students both in the classroom and outside the classroom. Because writing is a skill, the more students practice to write, the better their writing might be. In addition, the minimum feedback from the teacher towards the students' writing may lead the students continually made mistakes.

C. Limitation of the Problems

Based on the identification of the problems above, it is possible for the researcher to solve the problems related to the students' writing skills. This research is focused on improving the students' writing skills through diary writing.

The skills that were covered in this study involve the language fluency that are the content and organization, and the language accuracy that are the vocabulary, language use, and mechanics. So, hopefully their language skills would improve gradually. By writing a diary and receiving a regular feedback, students would write better day by day. In reference to those above reasons, this study is focused on using diary writing to improve the writing skills of the tenth grade students of SMA N 1 Ngemplak in the academic year of 2013/2014.

D. Formulation of the Problems

Based on the background, identification, and limitation of the problems above, the research problem can be formulated as follows “How can diary writing improve the writing skills of the tenth grade students of SMA N 1 Ngemplak?”

E. Objective of the Study

The objective of the research is using diary writing to improve the writing skills of the tenth grade students of SMA N 1 Ngemplak.

F. Significances of the Study

There are some benefits of the study which are divided into two aspects. They are theoretical and practical benefits.

1. Theoretical

- for other researchers in the same topic, this research hopefully can be a reference to their research.

2. Practical

- for the teacher, the result of the study will provide the alternative way for teaching writing which is more enjoyable to improve the students' writing skills;
- for students, this research will increase their motivation and develop their writing skills;
- for the researcher, it will be used as an experience of how to conduct research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study is aimed at finding out that the use of diary writing can improve the writing skills of the tenth grade students. To support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of writing skills and diary writing. This chapter also presents some relevant research studies for this research. Once those theories have been reviewed and some relevant research studies have been presented, a conceptual framework is drawn for this study.

A. Writing Skills

This sub chapter discusses some relevant theories related to writing skills. In this discussion, seven important points are presented. They are the definition of writing, the characteristics of written language, micro-and macro skills of writing, the process of writing, types of writing performance, tasks of teacher in teaching writing, and teaching writing in senior high school.

1. The Definition of Writing

Writing is considered as a productive skill along with speaking (Harmer, 2007: 265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

According to a psycholinguist, Eric Lenneberg, (as cited in Brown, 2001: 334), he says that different from speaking in which people learn language through a natural process or human behavior as learning to 'walk', writing is a learned behavior as learning to 'swim', people need someone to teach them. It means that

people learn to write if they are members of a literate society and usually if someone teaches them.

Among the four language skills, “writing is the most difficult skill for second or foreign learners to master” (Richards & Renandya, 2002: 303). It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The similar definition also stated by Rohman (as cited in McDonald & McDonald, 2002: 7). He points out that writing is usefully described as a process of putting thoughts into words and words into papers.

Writing can be seen as two different views. They are the product of that writing and the process of writing (Harmer, 2001&2007 and Brown, 2001). When writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should ‘look’ like (Brown, 2001: 335). It means that the writing should (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself (Harmer, 2007: 325).

On the other hand, when writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas

down on paper to transform thoughts into words (Brown, 2001: 336). It means that the process of writing is more valuable than the end of the product.

Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

Making a good piece of writing is a complex process. It requires the ability to write grammatically correct sentences and organize them logically into paragraphs or essays (Oshima & Hogue, 2006). McCarthy (2000) and Harmer (2007) point out that there are two important aspects in writing. In order to make writing to be successful, it has to be both coherent and cohesive.

Coherent is the feeling that the elements of texts are bound together in which the reader can follow the sequence of ideas or points. While cohesive is the surface links between the clauses and sentences of a text. It is a more technical matter since it deals with the various linguistic ways of connecting ideas across phrases and sentences, such as using pronoun and connector.

2. The Characteristics of Written Language

Brown (2001: 341-342) points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

a. Permanence

Writing is permanent. Once the writers finish their writing, they cannot re-edit their writing. So, a thorough refinement and revision are needed before the final draft is submitted.

b. Production time

Time limitation is one of the important issues in writing, especially in an educational context. A sufficient length of time will affect the production of a good writing, and vice versa. When the time given is not sufficient, the writers may produce a messy text. Therefore, a sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

c. Distance

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance, here, may mean a range between the writer and the target audience. In order to shorten the distance, the writer should be able to predict the audience's general knowledge and write from the perspective of the target audience.

d. Orthography

Many different writing systems have evolved around the world (Harmer, 2004: 1). Therefore, being able to use such writing system is not an easy matter, especially in a language which has different orthography from the writer's native writing system.

e. Complexity

Different from spoken language which tends to have shorter clauses and forms, the written language tends to have larger clauses with more complex forms. Therefore, the writer should write clearly, cohesively, and coherently in delivering the message to the readers.

f. Vocabulary

The written English has a greater variety of lexical items than in spoken conversational English. The lexical items used in the text may have different meaning depend on the context embedded. Therefore, the writer should learn and take benefits from the extensive number of English words.

g. Formality

Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.

Since writing is a way to communicate in the written form, every thing should be clear. It means that before the writers come to the end of their writing, they should make sure that their writing has already met the purpose of their writing so that the target readers could get the message clearly.

3. Micro- and Macro skills of Writing

Brown (2003: 220-221) points out some micro- and macro skills of writing. The micro skills refer to producing the basic skills of writing, such as forming letters, words, or simple sentences. The micro skills are as follows.

- a) Producing graphemes and orthographic patterns of English.

- b) Producing writing at an efficient rate of speed to suit the purpose.
- c) Producing an acceptable core of words and use appropriate word order patterns.
- d) Using acceptable grammatical system (e.g. tense, agreement, pluralization), patterns, and rules.
- e) Expressing a particular meaning in different grammatical forms.
- f) Using cohesive devices in written discourse.

Besides, the macro skills refer to producing a text at or beyond the discourse level that is producing a meaningful text. The macro skills of writing are as follows.

- a) Using the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplishing the communicative functions of written texts according to form and purpose.
- c) Conveying links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguishing between literal and implied meanings when writing.
- e) Correctly conveying culturally specific references in the context of the written text.
- f) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Teaching writing means teaching the micro and macro skills of writing as well. Therefore, the teacher should provide activities and materials which cover those micro and macro skills in order to make the students come to the productive stage, producing a text, without finding great difficulties.

3. The Process of Writing

Rohman (as cited in McDonald & McDonald, 2002: 7) proposes the process of writing into three stages. They are pre-writing, writing, and re-writing. Pre-writing is defined as the stage of discovery the writing process when a person assimilates his “subject” to himself. In other words, the pre-writing stage is a stage when the process of thinking is happened, such as developing ideas and designing the ideas. Writing is a stage in which the writers put their ideas into words on papers. It means that the writers write down of what they are going to say or write. The next is re-writing. This stage is defined as a process of making revisions or changes of what they have written.

In line with the above concept, Richards & Renandya (2002: 315), Harmer (2004: 4-6), and Langan (2008: 17-19) propose that there are four basic writing stages. They are planning, drafting, revising, and editing. The first element is planning, that is thinking of what comes on the writers’ mind, what they are going to say or write. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy. Writers can refer this as their first draft which may have several changes later. The next is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the basis of given

feedback and make a global check to make sure that their writing can be understood by the readers. The last stage is editing. It is a stage in which the writers have edited and made revisions or changes to their draft into their final version.

Nation (2009: 114) points out that there are seven sub processes of writing. They are considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing.

From the explanation above, it can be concluded that writing, as it is seen as a process, is a product of turning out the ideas into words in a piece of paper which faces several processes. They are planning, drafting, revising, and editing.

4. The Tasks of Teacher in Teaching Writing

Harmer (2004: 41-42) points out that there are a number of tasks that the teachers should do to help their students become better writers. They are as follows.

a. Demonstrating

Teachers have to be able to draw the features of the genre of the written texts, so that the students are aware of the differences among the types of written texts.

b. Motivating and provoking

Students often find themselves lost for words when they are writing. In this case teachers can help them by provoking them into having ideas, enthusing them with the value of the task and persuading them what fun it can be.

c. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the mean to carry them out.

d. Responding

Teachers react to the content and construction of a piece supportively and often (but not always) make suggestion for its improvement.

e. Evaluating

Teachers make a correction of the students' writing. It can be a note which indicates where they wrote well and where they made mistakes. It is a kind of giving feedback towards the students' writing.

The explanation above shows that the teachers take an important role in the development of the students' writing skills. Good teachers are they who can perform those tasks while teaching writing. They can facilitate the students in their learning so that the students could develop their writing strategies.

5. Types of Writing Performance

Brown (2001: 343-346) proposes five major categories of classroom writing performance. They are as follows.

a. Imitative

This type of writing is usually for the beginners, in which they simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

b. Intensive

Students produce language to display their competence in grammar, vocabulary, or sentence formation.

c. Self-writing

Self-writing is a writing with only the self in mind as an audience. Diary or journal writing and note taking can be categorized in this kind of writing in which they take a note for something for the purpose of later recall.

d. Display writing

This type of writing is more focused on task based responses in which students are responding to a prompt or assignment.

e. Real writing

The purpose of this type of writing is to exchange useful information.

Since the different writing may have different purposes, the teacher should be able to give the students a clear understanding of the types of writing performance so that the students could differentiate and recognize which types their writing belongs to.

6. Teaching Writing in Senior High School

As a foreign language, English has been regarded as a compulsory subject that is taught in the secondary level, such as in junior and senior high school. Based on *Depdiknas* (2006) the goal of English teaching in senior high school is to provide the students with knowledge and skills to make them able to communicate in English either in spoken or written language at the informational level which means that students should be able to use the language to access and

share information as a part of their learning either in spoken or written form. In order to achieve the goal, the English teacher should consider some relevant matters.

The first is the regulation issued by the Ministry of Education about the Standard of Competence and the Basic Competence. This study focuses on the Standard of Competence and the Basic Competence in the English lesson, particularly the first semester of English writing lesson at grade tenth of senior high school. The Standard of Competence and the Basic Competence is presented in the table below.

Table 1: The Standard of Competence and the Basic Competencies of Senior High Schools Year Ten in the First Semester in reference to the School-Based Curriculum

Standard of Competence	Basic Competencies
6. Expressing the meaning within short functional text and essay in the form of recount, narrative, and procedure in the daily life context.	<p>6.1 Expressing meaning within short functional text (such as, announcement, advertisement, invitation, and etc.) using written language accurately, fluently, and appropriately in the daily life context.</p> <p>6.2 Expressing the meaning and rhetorical steps within essay using written language accurately, fluency, and appropriately in the daily life context in the form of recount, narrative, and procedure text.</p>

This research focused on the second basic competence. It is about text types. In this case it focused on a recount text. The recount text is chosen because it is considered as the most appropriate text which tells about past events (Anderson & Anderson, 1998: 24) which can be integrated with the use of diary

writing. In this research, the students learnt about the recount text and then they implemented it by writing a diary about their past events or experiences.

The second consideration is the age range of senior high students. According to Brown (2001: 91), senior high school students are considered as teenagers whose ages range between twelve and eighteen or so. This age range is often called as an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Therefore, the teachers should consider these characteristics in designing and conducting the teaching and learning process.

The teaching and learning process for senior high school students has to be designed to help them develop their writing strategies, so that they will be able to improve their writing skills. As proposed by Brown (2001: 92), one of the most important concerns of the secondary teachers is to keep self-esteem high by: (a) avoiding embarrassment of students at all costs, (b) affirming each person's talents and strengths, (c) allowing mistakes and other errors to be accepted, (d) de-emphasizing competition between classmates, and (e) encouraging small-group work where risks can be taken more easily by a teen.

B. Diary Writing

1. The Definition of Diary

Curtis and Bailey (2007: 68) use the terms diary and journal interchangeably. According to Stanley, Shimkin, and Lanner (1988: 3) "A journal or diary is a record, often kept daily, of one's life, a kind of personal account book." The similar description also proposed by Fitzpatrick (2005: 4), he states

that “a diary is a personal record of a writer’s life experience and is usually private.”

Though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine. The purpose of a journal or diary is “to give your writing ‘muscles’ a daily workout” (Massielo, 1986: 37). By making the act of writing something routinely, the students will change it from an irritating and unsuccessful activity to one that they feel comfortable and familiar.

2. The implementation of Diary in Education

Classroom writing is an essential academic requirement. However, most students are reluctant and unconfident when they have to write about something in the classroom. It is because they think that they have nothing to say or write. In addition, the time pressure also makes them cannot write their ideas properly.

In relation to those cases, Chandrasegaran (as cited in Tuan, 2010: 81) states that writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by keeping journals or diaries. Spaventa (as cited in Tuan, 2010: 82) points out that writing a journal or a diary is keeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity.

In addition, diary writing is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more

opportunities to write freely whatever they want to write about. As Chickering and Gamson (as cited in Tuan, 2010: 82) states that giving the students more chances to write what is relevant to them is “an active learning technique.”

Several scholars such as Artof (as quoted by Tin in Tuan, 2010: 82) states that diary writing or personal writing has several values.

“It is a powerful tool to find our own untapped creative power, uncover our family history, learn to see the world more clearly, heal unsolved issues, understand our fears, and explore our motivation. Through personal writing, we can develop both writing skills and awareness, can develop greater awareness and interpersonal understanding, increasing the ability to relate to others.”

Harmer (2007: 128) states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students’ general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with.

Ngoh (as cited in Tuan, 2010:82) also adds the benefit of diary writing that it also provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Moreover, Langan (2008: 16 & 2011: 14) says that keeping a dairy is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary or journal can also make writing as a familiar part of the students’ life.

Therefore, it can be summarized that diary writing can help the students to improve their writing skills and motivation towards writing.

C. Relevant Studies

Barjesteh, Vaseghi, and Gholamni (2011) conducted a study entitled *The Effects of Diary Writing on EFL College Students' Writing Improvement and Attitudes* on 44 male participants in the third-year students majoring in mechanical engineering at Petroleum University of technology in Mahمودabad, Iran. Their study was an experimental study in which the participants were given a treatment and they were scored with an expository writing test before the treatment and at the end of the treatment. The result showed that there is a significant effect on diary writing on the improvement of grammatical accuracy in the EFL college students.

The similar study conducted by Tuan (2010) on 85 second-year students from the two classes practically the same writing proficiency level attending the third course of writing at the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC) with the tests in the form of essay writing to measure the students' writing proficiency level in terms of fluency and accuracy. His research showed that there is an improvement on the students' writing.

D. Conceptual Framework

Language as a means of communication has a central role in human life. To be able to share the ideas, thoughts, and feelings to one another, people need a

language. The communication does not necessary in the form of spoken language, but it can also be in the form of written language.

However, in the real practice the writing skills in most schools were not given equal attention as in the speaking skills. Based on the observation conducted by the researcher while doing the teaching practice or *PPL program* in SMA N 1 Ngemplak, she found some problems in teaching writing. The problems were commonly come from the students and the teacher.

Students found themselves unconfident to write because they thought that they had nothing to write. When they had already got the idea, the lack of vocabulary and grammatical mastery also made their ideas could not be properly conveyed. The other problems also came from the teacher. First, the teacher did not give adequate practices for the students to write because the teacher did not want to waste the time. It is because she had to give all the materials to the students and had to finish it on time as it was scheduled. Second, the students' motivation to join the writing class was low. It was because the teacher usually used pictures as the main media when teaching writing.

By looking at the fact that the students lacked of writing practices, the researcher employed diary writing as a medium to give them more writing practices outside the classroom. The use of diary writing as the instructional media brought some influences in the teaching and learning process. The students became more enthusiastic and willing to do the tasks. In addition, their motivation in writing also increased.

In this research, the researcher integrated the use of diary writing with a text type, recount text. Since a recount text and diary usually tell about past events or experiences, the use of diary writing would help the students in understanding the recount text. The researcher planned to give the information about what a recount text is and its characteristics as the classroom activities. Meanwhile writing a diary is used as the outside classroom activity.

The use of diary writing in this research was mainly to put the students' knowledge of writing into practice and to give them more writing practices so that they will be accustomed to write and when they were asked to write a recount text in the classroom, they would write it fluently and it would lower their anxiety to write.

By keeping a diary and getting regular feedback, the students got an opportunity to practice their writing skills or at least their writing would get better day by day. So, it can be assumed that diary writing can improve the writing skills of the tenth grade students of SMA N 1 Ngemplak.

E. Hypothesis

Based on the conceptual framework above, the researcher proposes that diary writing can improve the writing skills of the tenth grade students of SMA N 1 Ngemplak.

CHAPTER III RESEARCH METHODS

This chapter discusses the methods used by the researcher in conducting the study. It involves the type of research design, setting of the research, subjects of the research, time of the research, instruments of the research, data collection techniques, data analysis techniques, validity and reliability of the data, and procedures of the research.

A. The Type of Research Design

This research was a collaborative action research study. This research was aimed to find problems and implement some actions to solve the existing problem that was to improve the writing skills of the tenth grade students of SMA N 1 Ngemplak. This research adapted a cyclical action research model proposed by Kemmis and McTaggart (1998). The researcher and the collaborator worked collaboratively to find obstacles and weaknesses of the teaching and learning process, identify the problems, plan and implement the actions. After that, the researcher and the collaborator made an evaluation, reflection, and discussion related to the actions implemented.

B. Setting of the Research

This collaborative action research was conducted in SMA N 1 Ngemplak. It is located in Jl. Bimomartani, Ngemplak, Sleman, Yogyakarta.

C. Subjects of the Research

The main subjects of the research are the students of class XD of SMA N 1 Ngemplak. This class consists of 31 students. The researcher chose class XD as

the subjects of the research randomly. The other subjects in this research are the English teacher, and the collaborator.

D. Time of the Research

The research was conducted in the second semester in the academic year of 2013/ 2014. The observations were conducted in two phases. The preliminary observation was conducted on August, 2013 while the researcher doing the teaching practice or *PPL program*. The second phase of the observation was conducted in January, 2014 to get the up-to-date problems in the field. Then, the actions were conducted once a week from February to April 2014. The researcher carried out the actions based on the school schedule.

E. Instruments of the Research

To gain the valid data, the researcher used three instruments which are interview guideline, observation sheet, and test. The interview guideline was used as the guidance to conduct the interview with the English teacher and the students. This instrument was used in the reconnaissance and reflection steps. In the reconnaissance step, the interview guideline was used to find out the existing problems faced by the teacher and the students in the teaching and learning process. In the reflection step, it was used to see the collaborator's and students' opinions towards the actions. Then the results of the interview were transcribed and analyzed as the qualitative data.

The observation sheet was used to observe the teaching and learning processes and to take a record of the classroom activities during the implementation of the actions. Moreover, the test was used to see the students'

writing skills. In assessing the students' writing, the researcher used scoring rubric proposed by Jacobs et al (as cited in Weigle, 2002: 116) which focuses on five aspects of writing. They are the content, the organization, the vocabulary, the language use, and the mechanics aspect.

F. Data Collection Techniques

This research used two types of data. They are qualitative data and quantitative data. Qualitative data were obtained through the interview with the English teacher and the students and the classroom observation during the teaching learning process. Meanwhile, the quantitative data were the results of the students' writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test).

In collecting the data, the researcher used three techniques of the data collection. They are the interview, the classroom observation, and the test of the students' writing. The first is through the interview. The researcher conducted the interview with the students and the teacher before, during, and after the implementation of the actions. The second is the classroom observation. The classroom observation was used to record the activities happened in the classroom. Meanwhile, the test was used to see whether there is any difference between the students' achievement in the pre- test and the post-test.

G. Data Analysis Techniques

Basically, the data used in this research were categorized into two types: quantitative and qualitative data. The quantitative data were analyzed based on the students' writing scores in the pre-test and the post-test.

Meanwhile, the qualitative data were analyzed based on the data analysis proposed by Miles and Huberman (1994). It was done through these steps: data collection, data reduction, data display, and conclusion. The first step was done by collecting all the data through conducting an interview and classroom observation. In the second step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. Then, in the data display, the data that had been reduced then were organized and compressed. The data display of this research was in the form of interview transcripts, observation checklist, and field notes. Then, the last step was making a conclusion (drawing and verification). The conclusion was gained based on the interview transcripts, field notes, and the results of the students' writing. In making the conclusion, the researcher collaborated with the collaborator, and the participants to obtain the valid findings.

H. Validity and Reliability of the Data

Bell (2005: 117) states “whatever procedure for collecting data is selected, it should always be examined critically to access to what extent it is likely to be reliable and valid.” According to Sapsford and Jupp (as cited in Bell, 2005: 117) ‘validity’ means “the design of research to provide credible conclusions; whether the evidence which the research offers can bear the weight of the interpretation that is put on it”.

According to Anderson et al in Burns (1999: 161-162), there are five validity criteria needed to get the valid data in an action research study. They are

democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The democratic validity can be fulfilled by having discussions with the collaborator. The discussions were not only done in the beginning of the cycle, but during the research. The collaborator was given chances to give ideas, comments, and suggestion towards the research. At the end of every cycle, some discussions were held to evaluate the actions that had been implemented and to plan the continuous actions in the next cycle.

The outcome validity is related to the notion of actions leading to the result of the students' writing scores that are successful within the research context. To fulfill this validity, the researcher formulated some indicators that measure the improvement of the students' writing skills.

The catalytic validity is related to the extent to which the researcher allowed the participants to deepen their understanding of the social realities of the context and how they can make change within it. Within the process in this research, the researcher and the students should know their roles in the research or in the English learning and teaching process.

The process validity is related to the criterion to make the action research believable. To gain this validity, the researcher and the collaborator collected the data by conducting an interview with the English teacher and the students and a classroom observation before, during, and after the implementation of the actions.

The dialogic validity was gained by having dialogues with the students and collaborator related to the implementation of the actions and to discuss the

possible activities for the next actions. The members of the discussion had the same opportunity to express their opinion and give suggestion for the sake of the improvement of the research.

To enhance the trustworthiness of the data and to reduce subjectivity in analyzing the data, the researcher applied triangulation data. Burns (1999: 163) states that triangulation is a way of arguing that ‘if different methods of investigation produce the same result, then the data is likely to be valid’. This research used the time triangulation, investigator triangulation, and theoretical triangulation. Time triangulation was used because the data of this research were collected over a period of time to get a sense of what factors are involved in the change processes. The investigator triangulation was used to avoid the subjectivity or bias. Meanwhile, the theoretical triangulation was used to analyze the data from more than one perspective.

I. Procedures of the Research

According to Kemmis and McTaggart (1998), action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: reconnaissance, planning, action and observation, and reflection. Kemmis and McTaggart’s concept of action research is set out in figure 1.

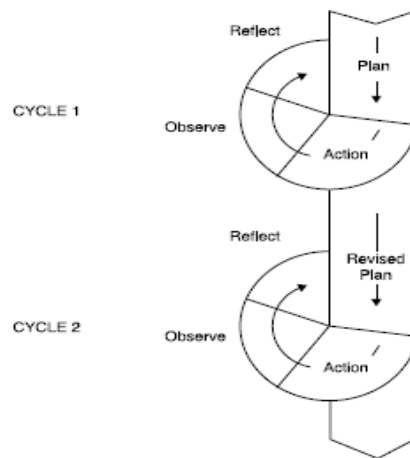


Figure 1: A Cyclical Action Research Model by Kemmis and McTaggart (1998)

From the figure 1 it can be seen that the action research procedures in each cycle covers four main steps. Those are reconnaissance, planning, action and observation, and reflection. Further explanations about each step are described below.

1. Reconnaissance

In the first step of action research or usually called by reconnaissance step, the researcher and the collaborator identify the writing problems through interviews and observations. The researcher interviewed the English teacher and the students to identify the students' writing ability and some problems faced by the teacher and students in the teaching and learning process. The classroom observation was used to see the activities happened in the teaching and learning process in the field. In this step, the researcher also used a pre-test to see students' initial writing ability.

2. Planning

Based on the classroom observation, the researcher and the collaborator worked collaboratively to plan some actions which are feasible to be implemented

in the field. In planning step, the researcher worked collaboratively with the English teacher of grade X of SMA N 1 Ngemplak and the collaborator.

3. Action and Observation

In this step, the researcher implemented the actions. Observation sheets were used to record the activities happened during the implementation of the actions. Those data were also used to observe the teacher's and students' performances which would be discussed further by the researcher and the collaborator. The researcher also conducted a progress test to see the improvement of students' writing skills after the implementation of the actions.

4. Reflection

The findings of the implementation of the actions were analyzed and synthesized by the researcher and the collaborator. The successful actions were recorded as the alternative efforts used to improve the students' writing skills.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of the study. Some sub chapters are presented. They are identification of the problems, the selection of problems based on urgency level, determining actions to solve problems, the research process, and the research findings.

A. Identification of the Problems

This research was started by gathering initial information through a classroom observation, an interview with the English teacher and the students of grade X, and a pre-test. The classroom observation was used to see the teaching and learning process and the students' attitude towards the teaching and learning process. The interview was used to get information about the strengths and the weaknesses that the teacher and the students faced in the teaching and learning English. The pre-test was used to see the students' initial ability before the action is implemented.

The table below shows the problems found in the field. The researcher divided the problems into several categories.

Table 2: The Problems Found in the Field

No.	Categories	Problems
1.	Media	<ul style="list-style-type: none">• Since the number of LCD in this school is limited, the teacher usually uses pictures as the media for her teaching and learning process. Actually the use of pictures in the teaching and learning process is good and interesting. However, the size of the pictures that were not quite big was the problem for the students especially for those sitting in the last rows.

(Continued)

(Continued)

No.	Categories	Problems
		They usually came in front of the class to see the pictures because they could not see clearly what the pictures are.
2.	Teaching Style	<ul style="list-style-type: none"> • The teacher and student interaction The teacher teaching style actually was good. She often used interesting media, such as pictures to help the students in understanding the materials. However, the teacher and student interaction was not effective enough. Not all students actively took part in the teaching and learning process. It could be seen from the classroom activity in which just a few students voluntarily answered questions from the teacher. • Given feedback The teacher preferred to give personal feedback. She asked the students one by one to come and directly gave the feedback while the students were watching on their mistakes. This kind of feedback considered less effective because it took times and not all students got the feedback. Because it is a direct feedback the students would easily forget it and it was possible that they made the same mistakes in their later work.
3.	Motivation	The students seemed to have low motivation in learning English. It can be seen from the response shown during the teaching and learning process. Only few students were motivated to join the class.
4.	Interaction	<ul style="list-style-type: none"> • The teacher and student interaction was good. However, the teacher commonly called on the active students, so that the passive ones did not get more attention. • The students also tended to talk to their friends during the lesson.
5.	Participation	<ul style="list-style-type: none"> • Not all students actively participated and volunteered in the teaching and learning activities. • The students' concentration was low. Their concentration was easily distracted by unimportant things made by the other students and they often talked to their friends in the middle of the teaching and learning process.
6.	Writing habit	<ul style="list-style-type: none"> • Since the teacher allowed the students to use an electronic dictionary, most of the students did not bring a dictionary in the English class. They tended to ask the teacher about the English words.

(Continued)

(Continued)

No.	Categories	Problems
		<p>The bad thing was that some students tended to translate word by word and they even used translator to help them in translating their works.</p> <ul style="list-style-type: none"> • The students lacked writing practices.
7.	Writing skills	<ul style="list-style-type: none"> • The students' writing skills were low. The students have insufficient knowledge of English writing. Most students could not differentiate the English word class, so that they often made mistakes in their writing. • The most common problem was that they did not know how to start writing. The other problems were in terms of developing ideas, organizing the text, and using correct vocabulary and grammar.

The problems above were supported by the interview transcripts with the students and the English teacher.

a. The problem related to teaching media

In the teaching and learning process, the teacher usually used pictures as the main media. She rarely used other media to support her teaching materials.

R	: <i>Kalau media yang ibu pakai dalam writing biasanya apa ibu?</i> (What kind of media you usually use in teaching writing?)
T	: <i>Saya, gambar biasanya. Kalau nggak gambar ya opo yah? Tergantung ini ding, tergantung é..tema, bukan tema, teks yang kita ajarkan. (I usually use pictures. Emm...it depends on the text that we taught.)</i>

(App. B/IT.02/34-35/January 20, 2014)

b. The problem related to the teaching style

Because the teacher only used pictures as the main media in the teaching and learning process, some students sometimes found that it was a boring and uninteresting media.

R	: <i>Menurut kalian pembelajaran Bahasa Inggris di kelas ngebosenin nggak? (What do you think about the English teaching and learning process in the classroom? Is it boring?)</i>
S15	: <i>Ya lumayan mbak. (Just so so, Miss.)</i>
S24	: <i>Kadang iya, kadang enggak. (Sometimes Yes, sometimes No.)</i>

(App. B/IT.01/10-13/January 20, 2014)

c. The problem related to the motivation and writing habit

The motivation takes an important role in the success of the teaching and learning process. A good teacher has to find an activity or media which could raise the students' motivation. However, the teacher in SMA N 1 Ngemplak could not find a way to motivate her students in writing. She just used traditional method in teaching writing.

R	: <i>Lalu, cara ibu memotivasi siswanya itu bagaimana, bu?</i> (How do you motivate the students?)
T	: <i>Eemm...sementara ini ya karena,,, karena mereka masih...maksudnya gini lho mbak, saya guru, mereka murid. Jadi kalau saya nyuruh mereka ya mereka intinya hanya, pokoknya kalau nggak ngumpul ya nggak dapet nilai. Gitu aja. Kalau memotivasi mereka untuk suka nulis, nulis Bahasa Indonesia aja mereka nggak pernah opo meneh Bahasa Inggris. (Eemm...so far, because I am a teacher and they are students, so if I asked them to do something, they should do it. If not, they would not get mark. That's all. And in writing, they even do not like to write in Indonesia.)</i>

(App. B/IT.02/19-20/January 20, 2014)

d. The problem related to the writing skills

In terms of writing skills, most students often found it difficult to start and organize their writing. It was shown in the following interview transcript with several students.

R	: <i>Kalian suka kebolak-balik nggak sih sama SPO-nya?</i> (Do you often make mistakes in ordering the words?)
S15	: <i>Iya...aku sering kebalik-balik mbak.</i> (Yes...I do often, Miss.)
S22&S24	: <i>Iya...kadang-kadang mbak.</i> (Sometimes, Miss)
R	: <i>Kalau mau mulai nulis gimana? Kalian sering bingung nggak sih mau nulis apa?</i> (How about to start writing? Do you find it difficult what to write about?)
S15	: <i>Wahhh...bingung banget mbak mau nulis apa.</i> (It is really difficult to write about something.)

(App. B/IT.01/44-48/January 20, 2014)

B. The Selection of the Problems based on the Urgency Level

The problems then were selected based on the immediate implication for the teaching and learning process. The researcher and the English teacher agreed to plan some actions to solve the problems related to the students' writing habit and the sub skills of writing. Based on the urgency level, the students' writing habit had to be taken into account to support the improvement of their writing skills.

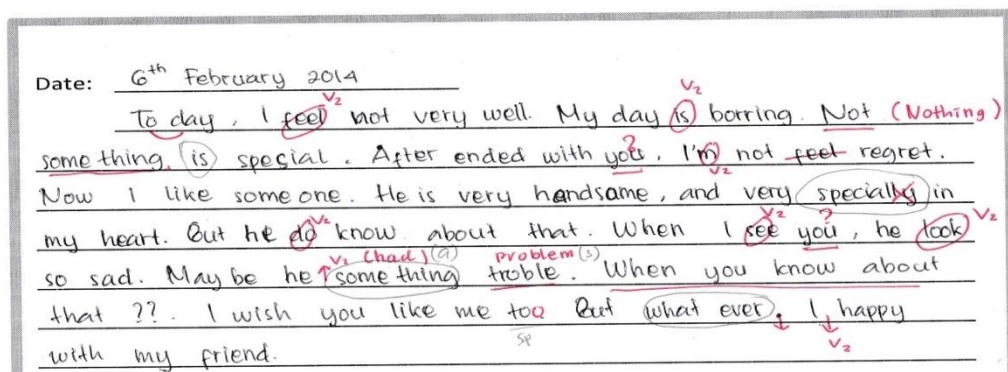
Based on the result in the pre-test, the researcher and the collaborator found that the students had difficulties in creating their own text. Therefore, this research would cover some writing skills in order to help the students in creating their own text.

1. The content

In terms of content or ideas, the students often found it difficult in writing down their ideas, so their writing mostly did not meet the purpose and was not relevant to the topic.

Name : Novita Nur Afifa
Class/Student number : XD / 16.

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.



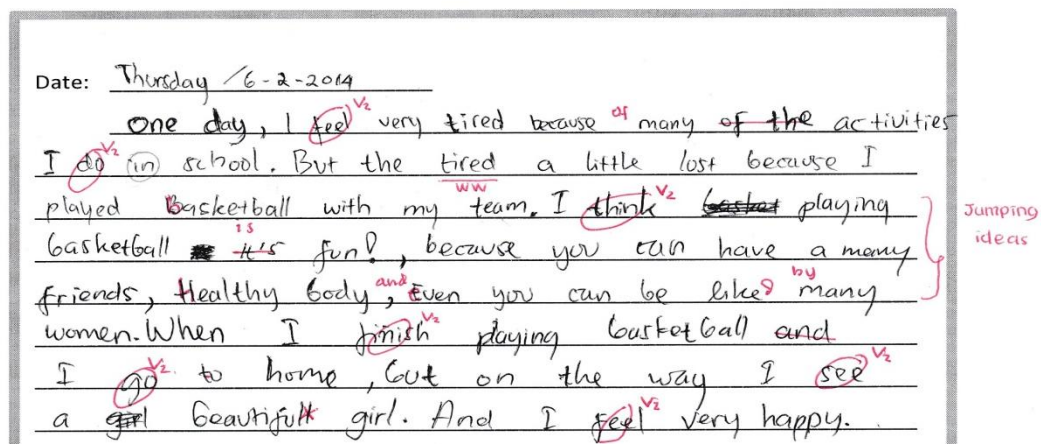
A piece of the student's pre-test above shows that the student wrote inadequate development of the topic. She did not tell the activity she did on the past. The first two sentences almost matched the purpose of the topic. However, the following sentences did not give any details or support the topic.

2. Paragraph organization

Developing and organizing the ideas are the other problems that the students faced in the process of writing. Most of the students could not manage their thoughts so that they tended to write whatever comes on their mind. As a result, their sentences usually do not relate each other.

Name : Stefanus Jelani A.P.
Class/Student number : XA/27.

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.



The student's work above shows that his writing was loosely organized. It could be seen from the third sentence. His ideas were unconnected and jumped. He even did not give any detail information of the previous sentences instead of giving his opinion or suggestion towards the topic being discussed.

3. Vocabulary

Transforming thoughts into written words is not easy. A good writer is the one who can deliver his/her message to the reader. The use of appropriate words will determine the success of the writing. For beginner writers, the word choice is the main problem. Many students often use inappropriate words. When they have difficulty in finding a word, they tend to use the first word that they found in the dictionary without considering the context. They also tend to create new vocabulary which is not common in English words.

Name : Ari Muslikhah
Class/Student number : XD / 04

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: February 6th, 2014

Yesterday, ~~me~~ and ~~friend~~ ^{my friend's} ~~do~~ homework in ~~her~~ home. My ~~friend~~ is Satini. We ~~do~~ ^{of} homework. I'm ~~happy~~, because I ~~am~~ ^{can} visit her home. ~~After~~ that, we ~~do~~ ^{by using} traveling ~~use~~ motorcycle. In the road, we ~~got~~ ^{sprinkling} ~~soil~~ ^{water?}. Finally, ~~we~~ ^{slacks} ~~soil~~, and I'm ~~very~~ ^{happy} angry. ~~but~~ ^{my friend} her ~~slacks~~ ^{not} ~~soil?~~ emmm, in the all long the road, I'm only incessantly angry. ~~on~~.

In terms of the vocabulary aspect, the student's work above shows that she translated the Indonesia words into English without considering the context in which the words occurred and whether the words are the common English words or not, for example the words "soil water, her slacks not soil, incessantly angry."

4. Language use

Besides the vocabulary, the language use may be another problem that the students face in writing. Because the rules of English grammar are slightly different from Indonesia, the students commonly make mistakes in terms of grammar. The example is as follows.

Name : Theresia Novita
Class/Student number : XD / 28

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: Thursday, 6th February 2014

Yesterday ^{V₂}is very funny day ^{V₂}because I ^{V₂}look my friends ^{V₂}slip and fell down in ^{the} footsal area. I and all friends ^{V₂}laugh. We ^{V₂}try help my friend ^{to wake}wake up. My friend ^{V₂}slip because the footsal area ^{was}is slippery. After my friend ^{V₂}get up. Other my friend fell down again, but we ^{V₂}continue playing footsal. I ^{V₂}look at all my friend fell down all. And reach didn't ^{V₂}not to say. After we ^{V₂}playing footsal ^{for a long time}enough long, We break and after that ^{V₂}go to home. I ^{V₂}arrive in my home. I'm ^{V₂}very shock because my father ^{bought}bought me a new dog. He is ^{V₂}very funny and I ^{V₂}have name for my dog Boni. He is ^{V₂}dog very strong, funny, and fat.

You should use past tense.

In the language use aspect, the pre-test above shows that the student wrote the text by using the wrong tense. She used the present tense to tell her past experience. She also made a mistake in the word order. She wrote "I and all friend" that should be "My friend and I." In addition, she also used group verbs in one sentence respectively without considering the rules. For example "*We try help my friend*" that should be "*We tried to help my friend.*"

5. Mechanics.

Mechanics is one of the important aspects in writing. It involves punctuation, capitalization, and spelling. However, some people do not pay attention to this aspect while writing. They do not realize that this aspect also influences the message. The message would mean different if they put wrong punctuations and write wrong spelling.

Name : Rizki Herminawati
Class/Student number : XD / 22

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: Wednesday, 05-02-2014

Yesterday, I ^{am} very very happy. Because I ^{met} my Boyfriend. He ^{is} ^{our} wear ^{my} couple t-shirts, ^{colored} coloring green. He ^{is} visible handsome. Next, I and my boyfriend going to ^{the} a place. ^{That was} This is a basketball court. I ^{watch} he playing basketball and I ^{am} support ^{him} he. Finally, he and ^{his} friends to be ^{the} winner. They ^{are} happy. Then, I and my boyfriend go to eating at restaurant. At restaurant he said ^{he} love me. I ^{am} very happy ^{to} hear it. After that, I ^{replay} his question, I ^{answer} love ^{you} too. A ^{few} minute, I ^{invite} ^{asked him to go} back home. He delivered me till ^{the} in front of my home. I ^{am} very happy that day. :*

Content 22 22

Pay attention to the capitalization! especially for "R" and "i".

The pre-test above shows that the student consistently made a mistake of writing capital letter. She wrote a capital letter for "R" and "I" instead of using small letters in the middle of word. It indicated that she paid less attention to the mechanics aspect.

C. Determining Actions to Solve Problems

In relation to those problems, the researcher and the collaborator agreed to use diary writing as a medium to solve those problems. To overcome the field problems, the researcher planned some actions as follows:

1. Using diary as a medium to improve the students' interest towards writing and to give them more writing practices so that their writing skills would improve as well.
2. Applying interesting activities to encourage the students' involvement towards the teaching and learning process.

D. Research Process

In this part, the researcher described the process of conducting the research. The research is divided into two cycles. The report of each cycle is discussed below.

1. Report of Cycle 1

In the first cycle, the researcher planned to build the students' writing habit through diary writing. This cycle consisted of three meetings. These meetings were planned to cover the materials for a recount text of grade X students. For these meetings the researcher expected that the students would have a writing habit. In this cycle students would get a clear understanding of what the recount text is and its characteristics through the classroom activities and then they implemented their understanding into practices by writing a diary regularly related to their personal experiences. By having a diary writing habit, the students would not only improve their motivation in writing but also their writing skills.

a. Planning**1) First meeting**

The first meeting was planned to give another example of a recount text, diary writing, mostly related to the students' real life situation. The objective in this meeting was to give the students a clear understanding about diary writing by giving them examples of diary writing and its characteristics, how it is similar or different from a recount text.

The last activity in this meeting was planned to apply diary writing by giving the students diary books, so that they could start building their writing habit by writing a diary regularly, weekly, in their home as the outside classroom activity.

2) Second meeting

The activity in the second meeting focused on discussing the language features of diary writing as a part of a recount text. In this meeting students learnt deeply about the past tense. The objective in this meeting was to make the students able to use the past tense correctly. The activities in this meeting were (a) students learnt an explanation about past tense; (b) students had to fill in incomplete sentences using correct verb forms; (c) students had to arrange the jumbled words into correct and meaningful sentences; and (d) students made their own sentences in the form of past tense. This meeting was aimed at enabling the students to construct a language in the sentence level. This meeting also discussed the students' common mistakes in writing a diary.

3) Third meeting

The third meeting still dealt with the past tense. However, the activities in this meeting were more complex than the previous meeting which focused on the grammar in the sentence level. In this meeting the focus was on producing a correct language in the paragraph or discourse level. In this meeting students worked in groups and had to write a paragraph which told the activities they did in a certain place. They were also asked to write a recount text about their past experience.

b. Action and observation

1) The first meeting

The first meeting was conducted on Monday, February 10th, 2014. The class was started at 08.15 a.m. To open the class, the researcher greeted the students by saying *“Assalamu’alaikum Wr. Wb., Good morning class. How are you all today?”* However, only few students responded to the researcher’s greeting. The other students were still busy and they even talked to their friends. When the class became conducive, the researcher led a prayer and continued the class by checking the roll and calling on the students’ name one by one. However, the classroom condition began noisy again, especially from the students sitting in the last row. So, the researcher tried to get their attention by saying *“Can I have your attention, please?”* The class became quite for awhile, and then the class began noisy again while the researcher was reviewing their works on the pre-test activity. This classroom condition was also recorded in the field notes below.

Then, at 08.15 a.m. the researcher began the class by saying *“Good morning, class.”* then, the students answered the researcher’s greeting. The researcher

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(Continued)

also led a prayer and checked the roll. **When the researcher was checking the roll, the students sitting in the back row made some noises and they were busy on their business. To calm them down, the researcher tried to get their attention by saying “*Can I have your attention, please?*” then the class became quite.**

(App. A/FN.05/2/February 10, 2014)

Then, the researcher started to discuss the first meeting topic by distributing a handout to the students. Then she checked whether the students had got the handout or not by saying “*Has everyone got the handout?*” and there was no response from the students, they were busy with their own business. Then the researcher continued to discuss the materials.

The researcher asked the students to look at Task 1 on the first page on the handout and began to discuss what the pictures were. In Task 1 the students were asked to identify some pictures and they had to mention what the pictures were. In this task, the researcher also asked some questions related to the diary. For example, “*Do you have a diary? Have you ever written your past experiences on your diary?*” The aim of this task was to build the students’ schemata on the topic was going to be discussed. The students seemed to have an interest in the topic being discussed. They enthusiastically answered the researcher’s questions. This situation was also recorded in a piece of field notes below.

The researcher continued the lesson by distributing the handout to the students. To check whether every student had got the handout, the researcher said “*Has everyone got the handout?*” but there were no response from the students, they became noisy. So, the researcher was louder her voice and said “*Can I have your attention? Please have a look at the first page, Task 1.*” **The students then seemed to pay their attention to the task. The researcher and the students discussed Task 1. It was about the diary. The researcher delivered some lead-in questions related to the pictures, such as “*Do you have a diary? Kalian punya diary nggak?*” some of the students said “*Punya.*” “*Sering nulis diary nggak?*” said the researcher. The students enthusiastically answered the researcher’s question**

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“Enggak..., sering..., nggak pernah.”

(App. A/FN.05/4/February 10, 2014)

Then the discussion was continued by showing the students a picture of a novel entitled “*Anne Frank: The Diary of Young Girl*”. The aim of this task was to give a model of how a diary can be valuable for someone. To get the students to have a clear understanding about diary writing, in Task 3, the researcher provided them some examples of diary writing. In this task, the students were asked to read the first diary, but there was no volunteer. Indeed, they pointed one another. So, the researcher decided to call on a student to read the diary and asked the other students to listen to their friend. However, there were some students who made noise and did not listen to their friend.

The researcher moved to the next task. It was about the models of diary writing. She asked the students to read the texts by saying “*Who want to read the first diary?*” but there was no volunteer, the students indeed were pointing one another to read the text. The researcher then called on one student to read the text. **While the student was reading the text, some students seemed not to pay attention and they were busy to talk to their friends. The researcher then asked the students to listen to their friend.**

(App. A/FN.05/6/February 10, 2014)

When the student read the text, the researcher also corrected the student’s pronunciation. The researcher also helped the students in explaining unfamiliar words that they found in the texts. Then she asked the students whether they got the point of the story or not and one of the students voluntarily explained the story. To encourage the students to actively take part in the teaching and learning process, the researcher asked some students to read a text in front of the class. This method seemed to be effective. It can be seen from the field notes recorded by the observer.

To encourage the students, in the next activity the researcher asked the students to read the diary out in front of the class. The diary consists of two different diaries, the girls and the boys, they wrote their feeling towards their blind date story. **This activity could encourage the students to pay attention to the teaching and learning process.** The researcher and the students then discussed unfamiliar words that they found in the text.

(App. A/FN.05/8/February 10, 2014)

The next activity was that students had to analyze the similarity and difference between diary writing and a recount text. To help the students to have a clear understanding about the similarity and difference of those two texts, the researcher gave them an explanation and examples of the recount text and diary writing. Before the researcher ended the class, the researcher distributed diary books to students and asked them to write their own diary weekly and they should submit it on the following meeting.

2) The second meeting

The second meeting was conducted on Monday, February 24th, 2014. The class was started at 08.15 a.m. As usual, the researcher began the class by greeting and checking the roll. Then, she reviewed the last meeting and discussed the students' common mistakes in writing a diary.

This meeting focused on one of the language features of the diary writing that is the past tense. Since almost all students had a problem in the language use aspect, the researcher spent this meeting with grammar activities. The first task was that the students were given some pictures in which the pictures on the left side told about the sentences in the present form, while the pictures in the right side told about sentences in the past form. The aim of this task was to give the students a clear example of the difference between present and past forms.

The illustration given by the researcher seemed to help the students in understanding the difference between the present and past tense.

(App. A/FN.06/2/February 24, 2014)

Because the students' grammar mastery was low, the researcher asked the students from the basic questions such as "*What is a sentence? What are the elements of a sentence?*" one of the students said "*Kata.*" Then, the researcher explained the elements of a sentence. She wrote on the whiteboard that a sentence at least should consist of "*S + V*", she asked the students what *S* is and what kind of words that can be *S*. Some students answered that *S* is "*Seseorang*".

Then the researcher explained the word *S* is *Subject* and it can be "*Seseorang.*" She also explained the other words that can be *S* on the whiteboard. She also explained about *Verb (V)*. Students seemed to pay their attention to the researcher's explanation. After the researcher explained all the materials, she asked students to write a sentence on the whiteboard, but no one would. Then, she decided to call on a student to write a sentence on the whiteboard and discussed it with the other students. After that, she checked the students' understanding by saying "*Any question so far?*" The students answered "*NO*". Because there were no questions, the researcher continued to the next task that was Task 7. In this task the students had to fill in the blanks with a correct verb form. This task was aimed to make the students able to complete the missing words into correct and meaningful sentences.

The next task was Task 8. In this task the students were divided into some groups and they played a game. They had to arrange the jumbled words into

correct and meaningful sentences. Almost all students took part in this game. It could be seen from the field notes recorded by the observer.

Then, the researcher divided the class into some small groups. In groups of four, students played a jumbled words game. The researcher distributed a set of materials for the game and she explained the rules of the game. **The students actively took part in the game and seemed to enjoy the game. They played the game cooperatively.**

(App. A/FN.06/2/February 24, 2014)

The purpose of this game was to make the students able to construct sentences into the right forms. This game also helped the students able to work in groups. Because the time ended up earlier than the time scheduled, the researcher could not summarize the teaching-learning process and the students just submitted their work. The students' work would be discussed in the next meeting.

3) The third meeting

The third meeting was conducted on Thursday, March 6th, 2014. The class was started at 12.15 p.m. Because the second meeting ended up earlier, the third meeting was used to continue discussing the rest of the materials in the second meeting. As usual, the researcher started the class by greeting, leading a prayer, and checking the roll. Since the class was started in the afternoon, the classroom situation was so noisy and the students' concentration seemed to decrease. It was recorded on the field notes below.

The researcher came to the class at 12.15 p.m. The classroom atmosphere was still quite noisy. It was because the class was started after the second break and prayer time. Before the researcher opened the class, she asked the students to have a seat, so that the class could be started. Then, the researcher greeted the students, led a prayer and checked the roll. She called on the students' name one by one. While the researcher checked the roll, some students made some noises by talking to their friends and were busy with their own business.

(App. A/FN.07/1/March 6, 2014)

The first activity in this meeting was to check the students' work on the last meeting. The researcher asked the representative of each group to come in front of the class and wrote a sentence based on their work on the whiteboard. After that, she asked another representative of each group to analyze the other groups' sentences. Meanwhile, the rest of the class who did not represent the groups was busy with their own business and they made some noises. The researcher tried to get the students' attention by saying "*Attention, please.*" then they became quite for awhile. It was shown in the following field notes.

The first activity was discussing the last game "jumbled words game." The researcher handed the students' work and asked the representative of each group to come in front of the class to write down their groups' answer on the whiteboard. **While the representative of each group was writing on the whiteboard, the other students kept talking with the others. The researcher asked the students to keep silent and pay attention to the whiteboard by saying "*Attention please, yang lain tolong perhatikan.*" Then the students became calm down.**

(App. A/FN.07/2/March 6, 2014)

Then the students and the researcher discussed the sentences together. The researcher checked the students' understanding and gave them chances to ask questions, but no one delivered any question.

The next activity was an information gap activity in which the students were divided into small groups and each group was given three pictures of places. The students had to write at least three sentences for each picture which told the activities they did in those places without mentioning the name of the places. When all the groups had finished with their sentences, the representative of each group should read the sentences in front of the class while the other groups should

guess which place was meant. The students seemed to enjoy this activity. It was shown on the following field notes.

While running the game, the researcher moved around the class and monitored the students' work. Sometimes, the students asked questions to the researcher when they had difficulties in running the game. The students actively took part in this game and they seemed to enjoy the game.

(App. A/FN.07/4/March 6, 2014)

The last activity in this meeting was writing a recount text. The students were asked to write a recount text based on their past experience individually. Because the time was almost up and the students had not finished their writing yet, the researcher asked the students to continue their writing as their homework. Then, the researcher continued to summarize the lesson and closed the class.

4) The fourth meeting

The fourth meeting was conducted on Thursday, March 13th, 2014. The class was started at 12.15 p.m. This meeting was used to see the students' writing improvement through a kind of progress test. The students had to write a diary of the activity they did on yesterday. The classroom condition was recorded on the following field notes.

While doing the progress test, most students directly did the test, while some others seemed to think for a while to gather the ideas for their writing. The classroom condition was conducive, even though some students made a little noise because they did not bring the dictionary and they tried to borrow from the others.

(App. A/FN.08/2/March 13, 2014)

c. Reflection

Generally, the implementation of the actions in the first cycle was successful enough in improving the students' writing skills even though some of

the teaching and learning steps and the indicators in this cycle had not been achieved yet. In this cycle, the researcher noted that there were some important points that appeared during the implementation of the actions.

In the first meeting, the researcher could not manage the class well, especially at the beginning of the lesson. The students were not ready to follow the lesson. They seemed to have uninterested and unmotivated feeling to join the lesson. However, soon after the researcher introduced the topic, they began interested in joining the lesson. It can be seen from their response towards the topic being discussed as it was captured in the following field notes.

The students then seemed to pay attention to the task. The researcher and the students discussed Task 1. It was about the diary. The researcher delivered some lead-in questions related to the pictures, such as “Do you have a diary? Kalian punya diary nggak?” some of the students said “Punya.” “Sering nulis diary nggak?” added the researcher. The students enthusiastically answered the researcher’s question “Enggak..., sering..., nggak pernah.”

(App. A/FN.05/4/February 10, 2014)

Since the first meeting was aimed at introducing the students to the diary writing, there was no great difficulty in delivering the materials. The students seemed to enjoy the materials even though some of them did not focus on the materials and they made a noise.

The second meeting dealt with one of the language features of a recount text that is the past tense. The great difficulty faced by the researcher in this meeting was that the students’ grammar mastery. Since their grammar mastery was low, she had to teach them from very basic grammar rules and it took a long time. The second meeting was spent on discussing about the past tense in the

sentence level. Another problem was that the students' concentration was easily distracted by unimportant things such as the other students' disturbance.

The last meeting in the first cycle was aimed at giving the students more writing practices. Several activities were designed to give the students more writing practices, such as writing a recount text based on the situational pictures and writing their own recount texts. The main problem in this meeting was the schedule. Since the class was scheduled in the afternoon, the researcher had to work hard to manage the classroom situation to be conducive.

Even though not all learning objectives could be achieved yet, the use of diary writing and the classroom activities brought some improvements on the students' writing skills, such as the content and organization aspects. Since they were familiar with writing a diary, they seemed to have no great difficulties in developing ideas. It was proven by the following interview transcript with the students.

R	: <i>Nah, menurut kalian, kalian merasa terbantu nggak dari nulis diary? (Do you think the diary helps you?)</i>
S20	: <i>Ya jadi lebih bisa aja mbak. Lebih lancar nulisnya. (It makes me write more fluently.)</i>

(App. B/IT.04/15-20/March 13, 2014)

In conclusion, the first cycle was not successful enough in achieving all the learning indicators. The observation and evaluation on the students' assignments showed that the students' writing skills improved only in terms of ideas written and organization. The vocabulary mastery and the language use were still the main problems as it could be seen from the interview transcript below.

R	: <i>Begini, selama kalian menulis diary, apakah ada kesulitan? (Is there any difficulty while you are writing a diary?)</i>
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- S27 : *Itu mbak, kalo ngubah jadi past tense-nya. (That is, Miss. Changing the verbs into the past-tense)*
- R : *Kalau Delfi gimana? (How about Delfi?)*
- S7 : *Sama mbak itu juga. Terus bingung nyusun kalimatnya. (I do, Miss. Then, I have difficulty in constructing the sentences.)*
- R : *Oh gitu. Kalau Reni? (That's it. How about Reni?)*
- S20 : *Ya itu mbak, paling susah nyusun kata-katanya terus juga bingung nyari kata-katanya. (The most difficult thing is constructing the sentences and about the vocabulary.)*

(App. B/IT.04/5-10/March 13, 2014)

Therefore, the researcher and the collaborator planned to continue the actions in the Cycle 2.

2. Report of Cycle 2

This cycle consisted of two meetings, the fifth and the sixth meeting. These meetings were planned to cover all the materials which had not been discussed in the first cycle. The learning materials and learning activities were aimed at achieving the learning indicators that were to build the students' writing habit and to improve their writing skills.

a. Planning

1) The fifth meeting

Since the main problems in the first cycle were about the vocabulary and the language use aspects, this meeting were planned to cope those problems. The objective of the activities in this meeting was to give the students more practices to improve their vocabulary and grammatical mastery in constructing a text.

2) The sixth meeting

The last meeting here was planned to give the students more writing practices by developing a text through comic strips and creating their own text

related to their past experiences. Through these activities, the students were expected to be accustomed to write their own text, so that they would ready to face the post-test with less difficulty.

b. Action and observation

1) The fifth meeting

The fifth meeting was conducted on April 3rd, 2014. As usual, the researcher opened the class by greeting, leading a prayer and checking the roll. Because this meeting was about three-week intervals after the implementation of the first cycle, the researcher started the lesson by giving some lead-in questions. She asked about the students' holiday by saying "*How was your holiday?*" and some students told the researcher about their holiday.

The meeting focused on improving the students writing skills, especially in the aspect of vocabulary and language use mastery. The researcher distributed the handout to the students and started to discuss the first task. The first task was that the students had to make sentences based on the given situational pictures. The students had to write one sentence for each picture which represented what the people did based on the picture.

The activity was continued with the next task in which the students had to read a text and identify the verbs in the past form by making circles. In this task the researcher asked three students to read the text in which each student read one paragraph. While the student was reading the text, the researcher also corrected the students' pronunciation. Then, the researcher and the students discussed the task by mentioning all the verbs in the past form and the original form, the present

verb form, to make the students aware of those differences. While discussing the task, the students seemed to focus on and pay their attention to the task. It could be seen from the field notes below.

Then, the researcher continued the materials in Task 2. She asked some students to read the text. While reading the text, the researcher also corrected the students' pronunciation. Then, the researcher and the students discussed the text and identified all the verbs in the past form. **While discussing the task, the students actively took part in the task. They seemed to focus on the lesson and did not talk to their friends anymore.**

(App. A/FN.09/4/April 3, 2014)

The field notes above showed that there was an improvement on the students' behavior. They seemed to focus more on the lesson and they also decreased the tension of having talk to their friends.

Since there was no question from the students related to the task, the researcher then moved to the next activity. The activity was a classroom game. The researcher explained the rules of the game to the students. In this game the students had to write five verbs on the provided cards. Then, they had to move their card to their friends and they had to complete their friends' card by changing the verbs into the past form. After they had finished writing the past form, they moved their card again, and they had to write the meaning of those verbs. When the cards were completed with the past verb form and the meanings, the next task was that they had to move their cards again and write a sentence based on the verbs that they got on the card and moved it five times until all the verbs had been completed. The last activity in this game was that the students had to identify whether the sentences made by their friends were correct or not, and if so, they had to correct them. This game was aimed at improving the students' vocabulary

and language use mastery. The students seemed to enjoy and enthuse with the game. It can be seen from the following field notes.

The next activity was a vocabulary game. The researcher explained the rules of the game and then she distributed the cards to the students for the game. **The students paid attention to the researcher's explanation. When it was clear, the students began running the game. While running the game, the students seemed to enjoy and enthuse with the game. They were being cooperative each other. The game ran smoothly.**

(App. A/FN.09/5/April 3, 2014)

Before the students came to the next activity, they had to keep their cards first for the next task. Then, the researcher asked the students to open the next page of the handout, it was about conjunctions. Before she explained about 'Conjunctions', she checked the students' knowledge about 'Conjunctions' by asking "*What do you know about Conjunctions?*" and one of the students said "*Kata penghubung.*" Then, she continued to explain about conjunctions and asked the students to read the examples. She also checked the students' understanding by saying "*Is there any question?*" but there were only few students answered the question.

The last task in this meeting was that the students made a paragraph which told about their activity in the past by using the verb list on their card in the previous task. The students seemed to do the task seriously, although some of them kept talking to their friends.

Since there were no questions from the students, the researcher continued to the last activity in this meeting. She asked the students to continue to the next task in which the students had to make a short recount based on the card they got in the previous task. **Some students seemed to do the task seriously and some others kept talking with the other friends.**

(App. A/FN.10/13/April 3, 2014)

Because the time was almost up, the students handed in their work. Then the researcher and the students began to summarize what they had learnt from the lesson. To end the class, the researcher closed the class by leading a prayer. The researcher also reminded the students to write a diary as the homework.

2) The sixth meeting

This meeting was the last meeting in the Cycle 2. It was conducted on April 7th, 2014. Because this meeting was the last meeting, the activities in this meeting more focused on the students' writing skills in producing a text. This meeting consisted of two tasks. The first task was developing a recount text based on comic strip, and the second task was creating a recount text based on the students' personal experiences.

To come to the first task, the researcher asked the students some lead-in questions, such as *“Do you like to read comics? What kinds of comics do you like to read? Kalian suka baca komik nggak? Komik yang seperti apa? Atau bahkan ada yang bikin komik sendiri?”* the students enthusiastically answered the researcher's questions. Then the researcher introduced a comic strip to the students. She distributed the handout and asked the students to look at the comic strip. She gave time to the students to scan and identify the comic strip. When they have finished reading the comic strip, the researcher discussed it together with the students. After that she asked the students to work in pairs and develop a recount text based on the comic strip. The use of comic strip could attract the students' interest and could help them in writing a recount text. It was proven from a piece of an interview transcript with the students.

- | | |
|----|---|
| R | : <i>Terus kalau tadi pake comic strip gampang nggak? (Is it easy to write a text based on comic strip?)</i> |
| S6 | : <i>Gampang. (Yes, it is.)</i> |
| R | : <i>Jadi, ngembangin idenya pake comic strip gampang nggak? (So, is it easy to develop ideas by using comic strips?)</i> |
| Ss | : <i>Gampang...lumayan. (Yes, it is. Fair.)</i> |

(App. B/IT.08/31-34/April 7, 2014)

Sometimes, the students asked questions to the researcher related to the task.

While doing the task, some students made a little noise.

When the bell rang, the researcher asked the students to stop doing the task and continued with another task. The next task was to create a recount text based on their personal experiences. This task was aimed at giving the students more practices to see their improvement on the writing skills. The classroom situation was conducive even though some students still made some noises. It can be seen from the following field notes.

<p>The researcher explained about the task. When it was clear, the students continued to do the task. While doing the task, some students made a little noise, but it did not disturb the other students. Some students looked seriously to do the task. So far, the classroom condition was conducive.</p>
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(App. A/FN.11/3/April 7, 2014)

c. Reflection

In short, at the end of Cycle 2, there were no considerable problems in the students' writing. Their writing had improved in terms of the content, the organization, the vocabulary, the language use, and even the mechanics. In terms of the content and organization aspect, the students could write their ideas easily. While in terms of the vocabulary and language use aspect, the students had shown a great improvement. Almost all students could use appropriate words and ordered

the words correctly. Even though some of them still made some mistakes, their writing was more readable and understandable compared to their previous writing.

The use of diary writing seemed to give a great influence on the improvement of the students' writing skills. Beside to get them accustomed to writing, the regular feedback that they got in every beginning of the lesson made them aware of their mistakes in writing the diary. This way of given feedback was considered to be effective in correcting the students' mistakes, so that they could learn from their friends' mistakes.

Beside the improvement in terms of the writing skills, the students' behavior also changed. Most of them had shown the improvement. The table below shows the improvement on the students' behavior.

Table 3: The Improvement of the Students' Behavior

Cycle 1	Cycle 2
When the students were asked to write about their experiences, they still got confused of how to start writing. Therefore, at the beginning, they often made noise by disturbing the other friends as getting the inspiration of what to write. In addition, most of their writing seemed lack of details because many students did not bring a dictionary, so that they only used a limited vocabulary that they had in their mind.	In Cycle 2 there was any improvement not only in terms of their writing skills but also their attitudes towards writing. When they were asked to write about something, most of the students directly did the task. Since they were accustomed to write, they had no great difficulties on getting and developing the ideas. Moreover, almost all students brought the dictionary, so that their tension to make any disturbance was decreased.

E. Research Findings

The qualitative data dealt with the research process which had something to do with the general findings of the research on each cycle. Meanwhile, the quantitative data were shown through the students' scores on the pre-test, the

progress test, and the post-test. The next parts are the findings found by researcher and the collaborator towards the students' writing skills.

1. Cycle 1

The implementation of actions in Cycle 1 brought some improvements on the students' writing skills. Below is the explanation of each aspect of the improvements.

a. Content

In terms of the content, only few students had met the purpose of the text and wrote the detail information related to the topic on their writing.

b. Organization

In terms of the organization, some students' writings were well organized although still many of them performed not quite well. The development of their ideas was confused and even jumped.

c. Vocabulary

The students' vocabulary mastery a little bit improved even though there were some students still made mistakes in using appropriate and effective words.

d. Language use

Some students still had problems on the agreement, tense, and word order. Some students still wrote in the present tense and they also made mistakes in constructing the sentences.

e. Mechanics

The main problems in the mechanical aspects are the spelling and punctuation. Most students commonly failed to put full stop in their writing. They sometimes also made errors on the spelling.

2. Cycle 2

Based on the implementation of Cycle 2, almost all aspects of writing improved. The improvement of each aspect is described as follows.

a. Content

In terms of the content, most of the students' writing had met the purpose of the text and they gave detail information related to the topic.

b. Organization

In terms of the organization, the students' writing was well organized. Their writing was more readable and understandable compared to their previous writing.

c. Vocabulary

The students' vocabulary mastery improved. Almost all students could use correct and appropriate words in writing.

d. Language use

The students had no great difficulties in the agreement, tense, and word order. Almost all students used the past tense in writing their past experiences. They also could order the words correctly.

e. Mechanics

Students have no difficulty in the mechanical aspects.

Besides the above findings, there were some other findings related to the use of diary writing in improving the students' writing skills. The students realized that they got some benefits through diary writing.

The use of diary writing as a medium to improve the students' writing skills was considered as an effective way to improve the students' writing skills. It can be seen from their writing which is gradually improved. The students also proved themselves that diary writing helped them in improving their writing skills. The evidence could be seen in the following interview transcript.

- | | |
|-----|---|
| R | : <i>Ya...ok. Terus kan kemarin kalian udah sempet nulis diary to? Jadi diary kemarin membantu kalian nggak? Buat kayak misalnya tadi kan suruh nulis, kemarin-kemarin nulis diary. Jadi lebih gampang nggak? Membantu nggak? (You have already written a diary. Does it help you?)</i> |
| S24 | : <i>Iya membantu. Banget. (Yes, it does. Very.)</i> |
| S30 | : <i>Terbantu. (Yes, it does.)</i> |
| R | : <i>Membantunya gimana? (Helping in what?)</i> |
| S24 | : <i>Jadi lebih gampang aja. (It is easier.)</i> |
| R | : <i>Jadi lebih lancar? (Do you mean you write it more fluent?)</i> |
| S25 | : <i>Jadi lebih lancar. (Yes, more fluent.)</i> |
| S30 | : <i>Iya. Jadi lebih lancar yang pasti. Lebih ngerti apa yang betulannya. Dari yang nggak tau jadi tau.</i> |
| R | : <i>Kalau Fajar? (How about Fajar?)</i> |
| S10 | : <i>Nggak ketergantungan opo... Google translate. (Err...not depending on Google translate anymore.)</i> |

(App. B/IT.09/50-60/April, 11, 2014)

From the evidence above, it can be concluded that a language skill can be improved through practices. By having a regular writing practice, diary writing, the students' writing skills improved.

3. Summary of Cycle 1 and Cycle 2

The result of the action can be summarized in the following table.

Table 4: **Research Results**

Aspect of writing	Pre-condition	Cycle 1	Cycle 2
Content	Most of students found it difficult in writing down their ideas. Their writing mostly did not meet the purpose and was not relevant to the topic.	Some students still got confused when they were asked to write. They did not provide the detail information in their writing.	The students have no difficulties in writing down their ideas. They also provided the detail information in their writing.
Organization	Students had some difficulties in developing and organizing their ideas. Their writing was not clearly stated and loosely organized.	Some students' writings were loosely organized and unconnected.	The students' writing was well organized. Their writing was more readable and understandable compared to their previous writing.
Vocabulary	The students had low vocabulary mastery. They often made mistakes on using appropriate and effective words.	The students' vocabulary mastery improved slightly even though there were some students still translated word by word.	The students' vocabulary mastery improved. They used correct and effective words in writing.
Language use	Most of the students wrote their past experience using the present tense. They also made mistakes in ordering the words.	Some students still had problems on the agreement, tense, and word order.	The students had no great difficulties in the agreement, tense, and word order.
Mechanics	Most of the students failed to put period and capital letter.	Some students often made errors on spelling and punctuation.	Students have no difficulties in the mechanics aspects.

4. The Students' Writing Scores

In this research, the students' writing in the pre-test, the progress test, and the post-test were scored. The scoring activities in this research were done by both the researcher and the collaborator as a part of triangulations that is investigator triangulation to avoid the subjectivity. The following tables describe the students' scores in each aspect in the pre-test, the progress test, and the post-test.

Table 5: The Result of the Writing Skills in the Pre-test in Each Aspect

Rater	Content	Organization	Vocabulary	Language Use	Mechanics
Rater 1	17.58	12.45	10.54	9.97	3.19
Rater 2	17.32	12.03	11.10	9.65	3.22
Mean Score	17.45	12.24	10.82	9.81	3.20

Table 6: The Result of the Writing Skills in the Progress Test in Each Aspect

Rater	Content	Organization	Vocabulary	Language Use	Mechanics
Rater 1	20.77	14.22	12.87	13.39	3.61
Rater 2	20.35	13.87	12.97	13.16	3.58
Mean Score	20.56	14.04	12.92	13.27	3.60

Table 7: The Result of the Writing Skills in the Post-test in Each Aspect

Rater	Content	Organization	Vocabulary	Language Use	Mechanics
Rater 1	22.23	15.90	14.42	15.10	4
Rater 2	21.42	15.26	14.06	14.81	3.97
Mean Score	21.82	15.58	14.24	14.96	3.98

In the pre-test, the progress test, and the post-test, the students were asked to write down a diary which told their personal experiences about the activity they did on the day before. The pre-test was conducted before the implementation of the action, diagnostic-test, to see the students' initial ability. The progress test was

conducted after the implementation of actions in Cycle 1 to see the students' writing progress. The post-test itself was conducted after the implementation of Cycle 2. It was used to see the improvement of the actions planned. The students' writing then was scored based on five writing aspects, such as the content, the organization, the vocabulary, the language use, and the mechanics aspect.

After the scores were gained, there were three comparisons of mean scores (the pre-test, the progress test, and the post-test). The information related to the students' mean scores in five aspects is presented in the following table.

Table 8: Students' Mean Scores in Five Aspects of Writing in the Pre-test, the Progress Test, and the Post-Test

Test	Content	Organization	Vocabulary	Language Use	Mechanics
Pre-test	17.45	12.24	10.82	9.81	3.20
Progress test	20.56	14.04	12.92	13.27	3.60
Post-test	21.82	15.58	14.24	14.96	3.98

Table 8 presents the mean scores in five aspects of writing namely the content, the organization, the vocabulary, the language use, and the mechanics aspect in the pre-test, the progress test, and the post-test. From the table above, it can be inferred that the students' writing skills in all aspects have improve.

The first aspect is the content. The mean score in the pre-test is 17.05 and in the post-test it improved up to 21.82. Therefore, the gain score for the content aspect is 4.37. The second is the organization aspect. In this aspect, the mean score in the pre-test is 12.24 and for the post-test, it is 15.58. So, the gain score for the organization is 3.34. The improvement is also shown in the vocabulary aspect. The mean score in the pre-test is 10.82 and in the post-test is 14.24. The gain

score for the vocabulary aspect is 3.42. The next improvement is in the language use aspect. The mean score in the pre-test is 9.81 while in the post-test is 14.96. So, the gain score for the language use aspect is 5.15. The last one is the mechanics aspect. The mean score for the mechanics aspect also improved from the pre-test that is 3.20, and in the post-test it is 3.98. Therefore, the gain score for the mechanics aspect is 0.78.

The researcher also provided a chart of the students' mean scores in five aspects of writing. The chart is as follows, figure 2.

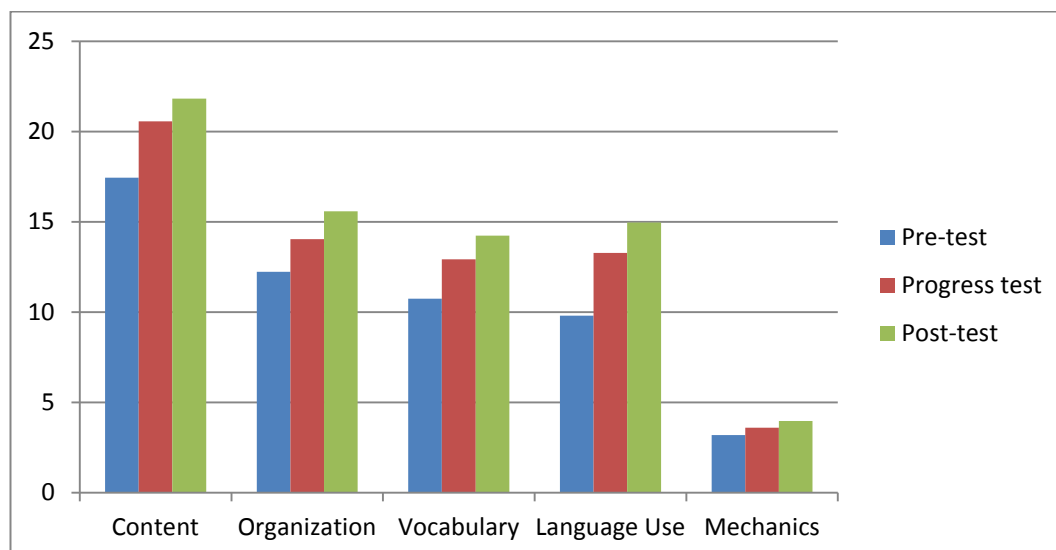


Figure 2: The Students' Mean Scores in Writing Aspects

The chart presents that the students' writing skills on five aspects, the content, the organization, the vocabulary, the language use, and the mechanics aspects gradually improve. Those improvements were not apart from the use of diary writing. Since, the students were accustomed to write and they got regular feedback, their writing became much better.

The general findings of the students' score of five aspects obtained through the pre-test, the progress test and the post-test can be summarized as follows.

Table 9: General Findings of the Students' Score from the Pre-test, the Progress Test, and the Post Test

Component	Pre-test	Progress test	Post-test
Mean score	53.52	64.39	70.58

Table 9 gives information of the value of the students' mean score in five aspects. The mean score in each test gradually improve. Furthermore, the mean scores of the students total scores in the pre-test, the progress test, and the post-test are compared to the ideal mean (67.00). The comparison is presented in the table as follows.

Table 10: The Comparison of the Students' Mean Scores in the Pre-test, the Progress test, and the Post-test with the Ideal Mean

	Ideal Mean	Pre-test	Progress Test	Post-test
Mean	67.00	53.52	64.39	70.58

Table 10 presents that the mean values in the pre-test and the progress test are lower the ideal mean that are 53.52 and 64.39. Therefore, the researcher and the collaborator planned the continuous actions in Cycle 2 and it resulted on 70.58 in the post-test. The result of the post-test above shows that the mean score is higher than the ideal mean.

In addition, there was a categorization of the students' writing in the pre-test and the post-test based on the conversion table proposed by Suharto (2006:53). The comparison is presented in the following tables.

Table 11: The Frequency Distribution of the Students' Scores in the Pre-test

No.	Class Interval	Frequency			Interpretation
		Absolute	Relative (%)	Cumulative (%)	
1.	78.00 – 99.99	0	0	0	High
2.	56.00 – 77.99	17	54.84	54.84	Average
3.	34.00 – 55.99	14	45.16	100	Low
Total		31	100	100	

Table 11 presents that there is no one who consider as having high ability in writing. There are 17 students who consider as having average writing ability and 14 students are considered as having low writing ability. The result shows that the students' writing ability is on the low-average level.

Table 12: The Frequency Distribution of the Students' Scores in the Post-test

No.	Class Interval	Frequency			Interpretation
		Absolute	Relative (%)	Cumulative (%)	
1.	78.00 – 99.99	9	29.03	29.03	High
2.	56.00 – 77.99	21	67.74	96.77	Average
3.	34.00 – 55.99	1	3.22	100	Low
Total		31	100	100	

Table 12 presents the students' writing ability on the post-test improved. It can be seen from the number of students who are considered as having high writing ability, there are 9 students. There are 21 students considered as having average ability and 1 student has low ability. So, from the discussions above, it can be wrapped up that the implementation of diary writing habit can improve the students' writing skills.

The last but no the least, to find the significance of the difference between the mean scores of the pre-test and the post-test, the researcher conducted a paired-samples t-test. The result of the test is presented as follows.

Table 13: **Paired-samples t-test**

Paired Samples Test								
	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_test - Post_test	-1.74355E1	8.13095	1.46036	-20.41794	-14.45303	-11.939	30	.000

Table 13 presents the t-value is -11.939 and the significance level of the difference between the pre-test and the post-test is 0.000 which is lower than 0.05. It indicates that the difference between the means is significant.

It is shown from the improvement and the significance of the mean scores of the students' writing in the pre-test and the post-test. The means of the students' writing scores in the pre-test and the post-test are compared to the ideal mean namely 67.00. The means are 53.52 and 70.58 respectively. Besides that, the t-test reveals that t-value is -11.939 and the significance level is 0.000. It means that the hypothesis is accepted that is diary writing can improve the students' writing skills of Grade X D of SMA N 1 Ngemplak.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions, implications, and suggestions of the research. The more explanation of each part will be described as follows.

A. Conclusions

This research belongs to action research in which it was conducted in SMA N 1 Ngemplak. It was started from February up to April 2014. The participants of this research were the students of grade X D, the English teacher, the collaborator, and the researcher.

Based on the result of the data analyzed in this research, it can be concluded that the implementation of diary writing in the teaching and learning process of writing is believed to be an effective way to improve the students' writing skills. To support this result, there are two kinds of data presented in this research, namely qualitative and quantitative data. In terms of qualitative data, the researcher found some results as follows.

- 1) The students got better understanding on the purpose of a recount text and the process of how to write a recount text.
- 2) The students could minimize their writing problems especially in the five aspects of writing, that is the content, the organization, the vocabulary, the language use, and the mechanics aspect.
- 3) Through the given feedback and regular writing, the students did not make the same mistakes in their future writing so that they could perform better writing from time to time.

In terms of quantitative data, it described the improvement on the students' writing skills which could be seen from the results of the students' writing scores. The results show that the mean scores of the students' writing increased in each cycle.

In addition, diary writing was introduced to students to get them familiar with the writing process so that they would be encouraged to write frequently on their own. The diary writing in this research is meant to keep the students' personal experiences in which it could be integrated with a recount text. The real practice of the implementation of diary writing in this research was that the researcher provided the students of class X D with a diary book; so that they could begin to write their personal experiences on it. They were free to determine the topic of writing as long as it was about past experiences. It can be their love story, their family relationship or their friendship.

By keeping a diary, the students developed their writing skills or at least they wrote better day by day because it gave them more opportunities to write freely whatever they want to write about. Through diary writing, students got more writing practices, which they rarely did in the classroom. Diary writing was aimed at giving the students more writing practices outside the classroom. In the classroom they got the knowledge about how to write a recount text, and then they implemented their knowledge by writing a diary as the outside classroom activity.

B. Implications

According to the research findings, the implications of actions applied during the research are presented as follows.

- 1) The students showed positive attitudes towards the use of diary writing. It indicated that they were interested and motivated in improving their writing skills. They were happy to be given spaces for practicing their writing ability in composing texts based on their personal experiences.
- 2) The students' involvement during the teaching and learning process showed that the classroom activities and management were successful to get the students' attention.
- 3) The students' knowledge in some aspects of writing, especially in the recount text, suggested that the actions planned during the research were effective in giving them better understanding which can be seen from their better writing.

C. Suggestions

After conducting this action research, the researcher proposes the suggestions for English teacher and other researchers as presented below.

- 1) For the English teacher

It is important for the English teacher, especially the English teacher of SMA N 1 Ngemplak to consider at giving more attention on the writing skills. The teacher should consider using diary writing as the media to provide more writing practices to the students both in the classroom and outside the classroom. Since writing is a skill, the more students write, the better their writing will be.

- 2) For other researchers

The result of this research can be used as one of references for other researchers who want to conduct the similar study related to the use of diary writing with other text types.

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APPENDICES

1. Field notes
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3. Observation Checklists
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APPENDIX 1

Field Notes

FIELD NOTES

No : FN 01
Date : Saturday, January 11, 2014
Time : 09.00 – 10.00 a.m.
Place : SMA N 1 Ngemplak
Activity : Delivering an observation letter
Respondent : An English teacher

The researcher arrived at school at 09.00 a.m. and she directly came to Picket Room to meet the school principle. However, one of the officers told that the school principle was not at school because he had a meeting outside the school. So, she gave the permission letter to the officer.

Then, the researcher met the English teacher for consulting her intention to conduct a classroom observation and a research in SMA N 1 Ngemplak. The English teacher welcomed the researcher's intention and she was willing to help the researcher. Then they discussed the schedule for conducting the classroom observation. After having the schedule, the researcher asked for permission to leave the school.

No : FN 02
Date : Monday, January 20, 2014
Time : 07.45 – 08.30 a.m.
Place : SMA N 1 Ngemplak
Activity : Interview
Respondent : The English teacher and grade X D students

The researcher arrived at the school at 07.45 a.m. for conducting an interview with the English teacher and the students. Then she directly came to X D class to conduct the interview with the students. She randomly selected the interviewers. After finished doing the interview, the researcher came to the teacher office to meet the English teacher. However, at the same time, the teacher was on the middle of school meeting. So, she decided to wait for the meeting ended. Soon after the meeting ended, the researcher met the teacher and she did the interview.

No : FN 03
Date : Monday, February 5, 2014
Time : 10.15 – 10.40 a.m.
Place : SMA N 1 Ngemplak
Activity : Lesson plan consultation
Respondent : The English teacher

The researcher arrived at school at 10.15 a.m. and she directly met the English teacher. She consulted her lesson plan and she got some feedbacks from the teacher. She also discussed the schedule for conducting the research. The result was that the pre-test would be held on Thursday, February 6, 2014 at 12.10

p.m. up 01.30 p.m. and for the research would be started on Monday, February 10, 2014 at 07.45 a.m. up to 09.15 a.m.

No : FN 04
Date : Thursday, February 6, 2014
Time : 12.10 – 01.30 p.m.
Place : SMA N 1 Ngemplak
Activity : Pre-test
Respondent : X D graders

After the bell rang, the researcher directly came to the X D class. She opened the class by greeting and checking the roll. Then she explained to the students what they were going to do while distributing the worksheet. After the direction was clear, she asked the students to do the task.

The pre-test was about an hour long. The classroom atmosphere was conducive enough even though some students made noises because they did not bring dictionary and they tended to ask the other students some English words. Some students seemed to have a difficulty in writing down their ideas.

After the students had finished their works, they submitted it. Then the researcher and the students discussed the agenda for the next meeting. After that, the bell rang and the researcher closed the class by leading a prayer. After the class was over, she met the English teacher for consulting the next agenda.

No : FN 05
Date : Monday, February 10, 2014
Time : 08.10 – 09.15 a.m.
Place : SMA N 1 Ngemplak
Activity : Meeting 1
Respondent : X D students

The class actually should be started at 07.45 a.m. However, because there was a briefing for all teachers, the class started at 08.10 a.m. Since the researcher did not know the information yet, she came to the class and persuaded the students to start the class by saying “*Can we start now?*” most of the students said “*NO, 08.15 mbak.*” They said that lately on Monday, the class usually started at 08.15 a.m. because there was a briefing for all teachers.

Then, at 08.15 a.m. the researcher began the class by greeting, leading a prayer, and checking the roll. When the researcher was checking the roll, the students sitting in the back row were noisy and busy with their own business. To calm them down, the researcher tried to get their attention by saying “*Can I have your attention, please?*” then the class became quite.

The researcher opened the lesson by reviewing the students’ work on the pre-test. She started to discuss the students’ common mistakes in their writing. Their writing should be in the form of past form, however most of the students wrote in the present form to tell their past activity. So, the researcher started for discussing what the past tense is. She checked the students’ understanding about the past tense by saying “*What is past tense?*” one of the students said “*Verb 2*”. The researcher then asked the students to give an example of the past tense in a sentence form. However, there were no students who wanted to voluntarily answer that question. So, the researcher gave a short explanation of the past tense on the whiteboard.

The researcher continued the lesson by distributing the handout for the students. To check whether every student has got the handout, the researcher said

“Has everyone got the handout?” but there were no response from the students, they became noisy. So, the researcher was louder her voice and said *“Can I have your attention? Please have a look at the first page, Task 1.”* **The students then seemed to pay attention to the task. The researcher and the students discussed Task 1. It was about diary. The researcher delivered some lead-in questions related to the pictures, such as “Do you have a diary? Kalian punya diary nggak?” some of the students said “Punya.” “Sering nulis diary nggak?” said the researcher. The students enthusiastically answered the researcher’s question “Enggak..., sering..., nggak pernah.”**

The researcher then moved to the next task that was about the story of Anne Frank. She asked the students whether they have already familiar with that story *“Do you know the story of Anne Frank?”* The students said *“Enggak.”* Then the researcher told the story shortly. When the researcher finished telling about the story, one of the students said *“Mbak, masa cowo nulis diary? (Miss, do the boys write diary?).”* Then the class began noisy again, especially the boys sitting in the back row.

Then she moved to the next task. It was about the models of diary writing. She asked the students to read the texts by saying *“Who want to read the first diary?”* but there were no volunteer, the students indeed pointing one another to read the text. The researcher then called on one student to read the text. **While the student was reading the text, some students seemed not to pay attention and they were busy talked to their friends. The researcher then asked the students to listen to their friend.**

The researcher then checked the students’ comprehension about the text. One of the students retold the text. The researcher also asked *“Have you ever experienced that kind of story? Kalian pernah nggak ngalami kejadian seperti itu?”* The students enthusiastically answered *“Pernah..., belum..., enggak.”* Then the students continued to read the next example of diary writing. The next activity was the explanation of a recount text and diary writing. The researcher checked the students’ understanding about the recount text by asking *“Did you still remember the generic structure of a recount text? Masih inget nggak struktur dari*

recount text?” some of the students answered the question but some others did not. The students seemed to lose their attention to the learning materials.

To encourage the students, in the next activity the researcher asked the students to act the diary out in front of the class. The diary consists of two different diaries, the girls and the boys, they wrote their feeling towards their blind date story. **This activity seemed encourage the students to pay attention to the teaching and learning process.** The researcher and the students then discussed unfamiliar words that the students found in the text.

The next activity was writing students’ own diary. The researcher distributed diary books for the students and asked them to write their own diary on the diary book. Because the time was almost end, the researcher and the students summarized the lesson and she also reminded the students to write the diary as their homework. While summarizing, some students did not pay attention. The last, the researcher ended the class by praying.

No : FN 06
Date : Monday, February 24, 2014
Time : 08.00 – 09.15 a.m.
Place : SMA N 1 Ngemplak
Activity : Meeting 2
Respondent : X D students

The class was started at 08.00 a.m. As usual, the researcher opened the class by greeting, leading a prayer, and checking the roll. Then she started the lesson by reviewing the previous meeting. She said “*Who still remember what we learnt in the last meeting?*” however, most students did not respond to the researcher’s question. They seemed busy with their own business and they had not ready to start the class. Then the researcher asked them again “*Siapa yang masih*

ingat minggu kemarin kita belajar tentang apa?” finally some students said “*Diary.*” The researcher continued reviewing the previous meeting by discussing the students’ common mistakes on the last meeting activity and their mistakes in writing a diary. She handed out the students’ diary book and the handout for the day lesson. She asked some questions such as “*What is a sentence? Kalimat itu apa sih? Unsur-unsur dari kalimat apa aja?*” then the students answered “*Kata*”

The researcher explained about the sentences and she asked the students to open the handout on Task 6. She explained about past tense and the elements of a sentence on the whiteboard. The students paid attention to the researcher’s explanation. While explaining the lesson, the researcher sometimes asked questions to the students, such as “*What is S here? S itu apa sih?*” the students said “*Seseorang.*” The researcher corrected the students’ answer but she also added some points that S does not always mean *seseorang* but it is something being discussed. **The illustration given by the researcher seemed to help the students in understanding the difference between the present tense and the past tense.**

To check the students’ understanding about the explanation, the researcher asked the students to make sentences on the whiteboard. However, no one would. Then she called one student to come in front of the class and write a sentence. Then, the students and the teacher discussed the sentence together. Then, the researcher divided the class into some small groups. In a group of four, students did a jumbled words game. The researcher distributed a set of materials for the game and she explained the rules of the game. **The students actively took part in the game and they seemed to enjoy the game. They played the game cooperatively.**

While playing the game, the bell rang. Unexpectedly it was a break time bell. So, the class was over and there was no information before that the school activity would be ended early. So, the materials could not be all covered, and the researcher could not make any summary of the lesson. She just reminded the students to write a diary as usual.

No : FN 07
Date : Thursday, March 6, 2014
Time : 12.15 – 01.30 p.m.
Place : SMA N 1 Ngemplak
Activity : Meeting 3
Respondent : X D students

Because every Monday the time scheduled was not clear, the researcher changed the schedule on Thursday at 12.15-01.30 p.m. **The researcher came to the class at 12.15 p.m. The classroom atmosphere was still quite noisy. It was because the class was started after the second break and prayer time. Before the researcher opened the class, she asked the students to have a seat, so that the class could be started. Then, the researcher greeted the students, led a prayer, and checked the roll. She called the students name one by one. While the researcher checking the roll, some students made some noises by talking with their friends and some other were busy with their own business.**

The day agenda was continuing the materials in the last meeting. The researcher started by reviewing the last meeting materials about the past tense and the elements of a sentence. The first activity was discussing the last game “jumbled words game.” The researcher handed the students’ work and asked the representative of each group to come in front of the class to write down their group answer on the whiteboard. **While the representative of each group was writing on the whiteboard, the other students kept talking with the others. The researcher asked the students to keep silent and pay attention to the whiteboard by saying “*Can I have your attention please, yang lain tolong perhatikan.*” Then the students became calm down.**

The researcher asked another representative of each group to correct the other groups’ work. When it was all finished, the researcher and the students discussed the answers together. Some students seemed to pay attention, but some other was not, especially the students sitting in the back row. She checked the

students understanding and gave a chance for the students to ask questions but no one would. So, she continued to the next activity.

The next activity was an information gap activity. The researcher divided the class into a group of six and she distributed a set of materials for the game to each group. Then, she explained the rules of the game. The students seemed to pay their attention to the researcher's explanation. When it was clear, the students began running the game. **While running the game, the researcher moved around the class and monitored the students' works. Sometimes, the students asked questions to the researcher when they had difficulties in running the game. The students actively took part in this game and they seemed to enjoy the game.**

When the time for the game was over, the researcher asked the representative of each group to submit their works. She also asked each group, in turns, to come in front of the class to present the group's result. The other groups should guess the name of places that the group meant. When the guessing time was on progress, the class began noisy. The students enthusiastically answered the game even though the class was so noisy.

Because the time was almost up, the researcher summarized and reviewed the materials together with the students. For the independent stage, the researcher asked the students to write a diary of their personal experiences on their diary book as the homework. Then, she ended the class by leading a prayer.

No : FN 08
Date : Thursday, March 13, 2014
Time : 12.15 – 01.30 p.m.
Place : SMA N 1 Ngemplak
Activity : Meeting 4 (The Progress test)
Respondent : X D students

As usual, the researcher opened the class by greeting, leading a prayer, and checking the roll. The day activity was a progress test activity. It was supposed to see the students' writing skills improvement after the implementation of cycle 1. Before doing the test, the researcher reminded the students about the common mistakes that the students commonly did in their writing. Then she distributed the worksheet and students began to do the progress test.

While doing the progress test, most students directly did the test, while others seemed to think to gather the ideas for their writing. The classroom condition was conducive even though some students made a little noise because they did not bring a dictionary and they tried to borrow from the others.

No : FN 09
Date : Thursday, April 3, 2014
Time : 12.15 – 01.30 p.m.
Place : SMA N 1 Ngemplak
Activity : Meeting 5
Respondent : X D students

As usual, the researcher opened the class by greeting, leading a prayer, and checking the roll. While checking the roll, there was a new student in the class X

D, so that the researcher asked the new students to come in front of the class and introduce himself to the class.

Because the Cycle 2 was started about three weeks after the implementation of the first cycle, the researcher asked the students about their holiday by saying ***“How was your holiday?”*** some students actively answered the researcher’s question and told their holiday. Then, the researcher distributed the handout and asked some students who had not join the progress test to sit in the back row to do the test.

The researcher started the materials by saying ***“Please have a look at the first page. Pay attention to Task 1.”*** The students began to look at Task 1. The researcher asked some students to make sentences based on the pictures in Task 1 and discussed it together.

Then, the researcher continued the materials in Task 2. She asked some students to read the text. While reading the text, the researcher also corrected the students’ pronunciation. Then, the researcher and the students discussed the text and identified all the verbs in the past form. **While discussing the task, the students actively took part in the task. They seemed to focus on the lesson and did not talk to their friends anymore.**

Before the researcher continued to the next activity, she checked the students’ understanding and gave them chances to ask question but no one would. The next activity was a vocabulary game. The researcher explained the rules of the game and then she distributed the cards to the students for the game. **The students paid attention to the researcher’s explanation. When it was clear, the students began running the game. While running the game, the students seemed to enjoy and enthusiast to the game. They played the game cooperatively. The game ran smoothly.**

Then, the researcher continued the materials about conjunctions. Before she explained about conjunctions, **she checked the students’ knowledge by asking “What do you know about conjunctions?” and some of the students said “Kata penghubung.”** Then the researcher and the students discussed about conjunctions. When it was all over, the researcher checked the students’

understanding by saying *“Is there any question?”* but only few students responded to the question.

Since there were no questions from the students, the researcher continued to the last activity in this meeting. She asked the students to continue to the next task in which the students had to make a short recount based on the card they got in the previous task. **Some students seemed to do the task seriously and some others kept talking with the other friends.**

When the time was almost up, the students submitted their works and the researcher continued with summarizing and reviewing the lesson. The researcher also reminded the students to write a diary as the homework. Then, she closed the class by leading a prayer.

No : FN 10
Date : Monday, April 7, 2014
Time : 08.30 – 09.50 a.m.
Place : SMA N 1 Ngemplak
Activity : Meeting 6
Respondent : X D students

Before the researcher started the lesson, she asked the students to collect their diary books and submitted them. The researcher began the lesson by reviewing the last meeting. Then, she asked the students some lead in questions related to the day topic, such as *“Do you like to read comics? What kinds of comics do you like to read? Kalian suka baca komik nggak? Komik yang seperti apa? Atau bahkan ada yang bikin komik sendiri?”* the students enthusiastically answered the researcher’s questions.

The researcher distributed the handout and introduced a comic strip. She gave some minutes to the students to scan and identify the comic strip. Then, they discussed the comic strip together, such as the characters, the plot, and etc. Then

she asked the students, in pairs, to develop the comic strip into a short recount text. The researcher moved around the class to monitor the students' work. Sometimes, the students asked some questions when they found difficulties in doing the task. The researcher gave time to do the task until the bell rang.

When the bell rang, the students handed in their works. The researcher then, gave another worksheet to the students. They were asked to create their own recount text based on their personal experiences. The researcher explained about the task. When it was clear, the students continued to do the task. **While doing the task, some students made a little noise, but it did not disturb the other students. Some students looked seriously to do the task. So far, the classroom condition was conducive.**

When the time was almost up, the researcher asked the students to submit their works. When it was all submitted, the researcher reminded the students to bring a dictionary for the next meeting. Then, she ended the class by leading a prayer.

APPENDIX 2

Interview Guidelines and Transcripts

INTERVIEW GUIDELINE

a. Planning

No.	Aspects	For teacher	For students
1.	Obstacles	a. What are your obstacles or difficulties in teaching writing? b. How do you deal with those problems? c. What are difficulties faced by students in learning writing?	a. What are your problems in writing? b. How do you deal with those problems?
2.	Classroom activities	What kinds of activities you use to practice your students' writing skills?	Does your teacher give you writing practice? What are they?
3.	The teacher	a. How do you explain the materials? b. Are the students motivated in learning writing? c. How do you give feedback towards the students' writing?	a. How does the teaching and learning activities in your classroom? b. Is the teaching and learning process interesting? c. How does your teacher explain the materials?
4.	Students' attitudes and students' writing ability	a. Are the students active in the classroom activities? b. What do you think about your students' learning achievement in writing? c. Are their abilities as what you are expected?	a. Do you like English? b. Do you enjoy the teaching and learning process in the classroom? c. If you find difficult words when doing the task, how do you solve those problems?
5.	Materials	a. Could you tell me about the materials that you use in the teaching and learning process? b. What are your teaching resources? c. Have you ever developed your own teaching materials?	What do you think about the materials? Are they difficult or easy? Are they interesting?
6.	Instructional media	a. Do you use any teaching media to assist your teaching?	

		b. Have you ever developed your own media?	
7.	Assessment	How do you assess or evaluate the students' ability whether it is improved or not?	

b. Reflection

No.	Aspects	For teacher	For students
1.	Classroom activities	a. What are activities suitable for teaching writing to the students? b. Do you think the students enjoy the activities? c. Is there still any problem we should deal with?	a. What do you think about the activities? b. What are the learning activities you like and dislike to do? c. How do you think about the activities? Are they difficult? Is there any difficult?
3.	The teacher	a. What do you think the last teaching and learning process? b. Do you find some problems occurred during the implementation of the actions? c. Do you have suggestion for the next teaching and learning process?	a. What is your opinion about my teaching? b. Is the teaching and learning process interesting? c. Is my voice clear/loud enough? d. What is your suggestion for the next meeting?
4.	Students' attitudes and students' writing ability	a. Are the students active in the classroom activities? b. What do you think about the students' achievement, especially in writing?	a. Do you enjoy the teaching and learning process in the classroom? b. How do you feel about your writing skills? Is there any improvement?
5.	Materials	What do you think about the materials? Are they difficult or easy for the students?	What do you think about the materials? Are they difficult or easy? Are they interesting?

INTERVIEW TRANSCRIPT

01

Date : Thursday, January 20, 2014

Place : Library of SMA N 1 Ngemplak

Respondents :

R (Researcher)

T (The English Teacher)

R : Selamat pagi, ibu.

T : Selamat pagi, gimana mbak nof?

R : Begini ibu, saya mau Tanya-tanya sebentar.

T : Boleh...boleh...gimana?

R : Mungkin yang pertama, hambatan-hambatan ibu pas ngajar writing itu apa saja?

T : Sama sih. É...pengetahuan mereka di SMP mengenai peny...pembentukan kata, é...pembentukan kata, pembentukan kalimat yang sangat sederhana itu, mereka masih belum bisa. Terutama untuk...apa namanya itu..? Seperti Bahasa Inggris kan sering ada pembalikan gitu. Nah itu yang jadi masalah.

R : Oh..mungkin kalau di Bahasa Indonesia itu kan DM di Bahasa Inggris MD.

T : Iya... Ho'oh. Yang kedua...itu yang pertama structure-nya itu ya.. Terus yang kedua...katanya. Yang ketiga itu, ini apa namanya? Mereka belum paham dan kelihatannya di SMP tidak diajarkan atau sudah diajarkan tapi nggak paham itu...perbedaan antara Bahasa Indonesia dengan Bahasa Inggris. Bahasa Indonesia tidak mengenal anu toh? Kata 1 2 3? Misalkan did.

R : Iya...

- T : Kalau Bahasa Inggris kan mengenal kata 1 2 3. Sebagian besar belum, tapi sebagian kecil sudah ngerti ada Verb 1, Verb 2, Verb 3. Kalau disuruh maju menghafalkan Do, Did, Done bisa, tapi nggak bisa menerapkannya.
- R : Iya ibu, biasanya kalau suruh praktek itu sulit. Terus kemudian aktifitas yang biasa ibu pake untuk mengajar writing itu apa saja, bu?
- T : Yang paling gampang adalah simple sentence ya, pertama ya menyusun kata menjadi kalimat kalau ada, kalau nggak ada ya membedakan antara kalimat apa ya namanya itu, nominal sama verbal itu juga susah. Karena kadang-kadang kalau dalam bentuk present mereka selalu berpatokan kalau “I” itu mesti pake “am”. Jadi kalau saya belajar ya tetep jadi “I am study.” Membedakannya itu yang susahnyaa....minta ampun. Sudah diajarkan berkali-kali kemudian di anu...apa namanya dibandingkan dengan Bahasa Indonesia, Bahasa Indonesia begini, Bahasa Inggris begini. Pada saat dijelaskan paham. Tapi pada saat prakteknya, nah itu, muncul lagi seperti itu. Dan suka mereka menterjemahkan dari Bahasa Indonesia ke dalam Bahasa Inggris mungkin secara kata-perkata. Misalnya ada “Saya murid,” aja “I student” gitu to? Dan yang nggak sukanya saya lagi adalah mereka suka pake *translator*. Jadi permasalahannya di situ.
- R : Iya, bu. Bener. Terus kalau prakteknya sendiri sering? Misalnya satu kali pertemuan, mereka harus sudah nulis? Atau gimana, ibu?
- T : Kenapa?
- R : Kalau satu kali pertemuan, misalnya kelas writing, satu kali pertemuan mereka sudah ada productive-nya apa belum ibu?
- T : Belum. Dua kali pertemuan itu biasanya baru, apa namanya, pengetahuan tentang tenses tersebut sama modeling, belum productive. Nanti baru dipertemuan berikutnya nah itu mulai dari yang paling simpel sampe yang paling kalimat yang satu paragraf.
- R : Oh...berarti pokoknya ngjarin *writing* itu bener-bener dari yang *basic* ya, ibu?
- T : Ho’oh. Ho’oh. Sangat. Karena kalau di sini yang bener-bener pinter nulis paling satu kelas cuman beberapa orang.

- R : Lalu, cara ibu memotivasi siswanya itu bagaimana, bu?
- T : Eemm...sementara ini ya karena,,, karena mereka masih...maksudnya gini lho mbak, saya guru, mereka murid. Jadi kalau saya nyuruh mereka ya mereka intinya hanya, pokoknya kalau nggak ngumpul ya nggak dapet nilai. Gitu aja. Kalau memotivasi mereka untuk suka nulis, nulis Bahasa Indonesia aja mereka nggak pernah opo meneh Bahasa Inggris. Heee... Tapi satu yang saya tekankan ke mereka é... karena kan kita punya sosial media, ada *facebook*, *twitter*, saya beri mereka *encouragement* untuk menulis, tapi hati-hati. Karena é...apa namanya, anda menulis Bahasa Inggris begitu kan yang baca buanyaak banget gitu, maka menuliskannya harus berhati-hati jangan sampai memalukan. Heee...gitu aja.
- R : Terus kalau untuk *feedback*-nya sendiri itu gimana bu? Ibu pake kode atau langsung dikasih tau?
- T : Biasanya kalau menulis itu, ngumpulin, kemudian...nek saya lebih suka personal. Jadi ketika saya mengoreksi, anaknya ikut langsung melihat ini lho salah. Kalau saya mengoreksi tanpa melibatkan mereka, hanya mencorat-coret, biasanya mereka nggak begitu paham.
- R : Tapi bukannya itu butuh waktu lama ya ibu?
- T : Iya, memang butuh waktu lama. Maka ketika mereka menulis itu, yang saya beri...apa namanya penjelasan, biasanya itu mereka menulis tiga paragraf, itu biasanya yang saya koreksi satu paragraf. Coba ymag lainnya mereka cari sendiri. Tapi ya masih sulit. Mereka belum ada yang bisa menemukan kesalahan sendiri berdasarkan apa namanya, penjelasan gitu.
- R : Anggapannya mereka ya sudah bener, gitu ya bu?
- T : Iya...Ho'oh.
- R : Terus kalau di kelas *writing* sendiri mereka aktif nggak sih bu?
- T : Ho'oh, itu kalau untuk yang aktif. Untuk yang...saya biasanya kalau membuat ...maksudnya gini, setelah saya menjelaskan tenses yang dipakai, kemudain conjunction yang dipakai, kemudian saya memberikan suatu situasi, memberikan situasi atau kalau misalnya di *recount* itu memberikan urutan-urutan kejadian. Kemudian untuk modelingnya, untuk

menulis biasanya klasikal itu. Saya beri kesempatan untuk menulis di papan pake Bahasa Inggris buat masing-masing anak, bukan masing-masing ding, tapi siapa yang mau, siapa yang berani. Setelah mereka menulis, dengan embel-embel, apapun bentuk tulisan anda, tidak ada yang salah.

R : Tapi banyak yang berani ya, ibu?

T : Iyah. Itu, apa namanya, berbondong-bondong malah cepet-cepetan. Kita tidak mengatakan itu salah, itu salah. Kadang-kadang temennya sendiri “kok gitu sih” terus mereka ganti sendiri. Pokoknya kalau sudah fix, “udah...udah...menurut kalian benar ya?” ya baru saya cek dulu satu-satu. Biasanya kita menggunakan spidol yang berbeda gitu. Kemudian kalau anak yang rajin gitu, biasanya langsung menuliskan kesulitannya dimana gitu. Harapan saya nanti ada perubahan ketika saya memberikan situasi lain, tapi hampir sama dengan yang dipakai untuk latihan. Sementara cara saya hanya begitu dulu.

R : Kalau *learning achievement*-nya mereka sendiri, ibu? Biasanya udah melebihi KKM nggak kalau sama ibu?

T : Nggak. Yah itu kebetulan kalau yang...kalau boleh jujur itu, dalam satu kelas itu yang lulus KKM kurang dari 10 anak, itu udah luar biasa. Yang lainnya itu, berkali-kali diulang-ulang tidak ada perubahan. É...dari dulu saya belum merasa berhasil ketika mengajarkan *writing*. Yang agak berhasil itu ketika mengajarkan *speaking*. Tapi ya *speaking*-nya itu masih *speaking* yang menirukan, belum yang *speaking naturally* gitu itu belum.

R : Kalau media yang ibu pakai dalam writing biasanya apa ibu?

T : Saya, gambar biasanya. Kalau nggak gambar ya opo yah? Tergantung ini ding, tergantung é..tema, bukan tema, teks yang kita ajarkan. Kalau yang kita ajarkan...saya kan mengajarkan mulai dari *reading-writing*, misalnya saya ketemu dengan *Descriptive*, setelah di-*play modeling*, kemudian saya suruh mereka untuk mencari, mencari teks yang sejenis, setelah itu dibawa ke sekolah. Berdasarkan teks yang ada kemudian mereka, berdasarkan teks itu kemudian mereka menggambarkan yang lain dengan kata-kata lain.

Misalnya kalau *descriptive* berarti mereka sudah dapat dari sisi orang, *descriptive* kan selain itu ada tempat, deskripsi apa lagi itu...nanti kita berikan é...pilihan gambar atau pilihan lain kemudian di deskripsikan.

R : Kalau *learning materials*-nya sendiri itu ibu bikin sendiri atau dari *textbook* atau dari LKS?

T : Materi apa? Materi pembelajaran?

R : Iya, materi pembelajaran.

T : Tergantung dari materi yang diajarkan. Kalau saya kira-kira sederhana buat sendiri ya bikin sendiri. Tapi kalau mengajarkan *News item* kaya gitu biasanya, biasanya kita, untuk *writing to*? Biasanya kita langsung ke situasi. Kalau *descriptive* itu kan yang common mendeskripsikan temannya, mendeskripsikan keluarga, atau mendeskripsikan benda yang ada di sekitarnya atau *the real thing around them*.

R : Kalau gitu ibu ambilnya atau sumbernya bisa dari internet?

T : He'em. Iya.

R : Kalau yang terakhir ibu, menilai siswanya itu ibu, pakah dari..

T : Hasil ujian?

R : Iya...cara mengevaluasinya gimana ibu?

T : Kalau saya, saya menghargai proses. Saya tidak terlalu mementingkan nilai akhir. Hasil itu memang perlu juga, tapi membedakannya antara anak yang hanya *copy-paste* sama anak yang pakai...dia benar-bener berusaha walaupun nggak bisa, biasanya saya...saya itu pualiing tidak suka itu ketika saya melihat proses anak saya bagaimana sehari-hari, seperti itu, tiba-tiba di UTS-kan atau di UAS-kan kalau nilainya bagus, saya lebih baik tidak langsung pakai nilai mereka. Saya selalu tekankan prosesnya.

R : Oh...begitu ibu. Baik ibu, terimakasih untuk waktunya.

T : Iya mbak sama-sama.

INTERVIEW TRANSCRIPT

02

Date : Thursday, January 20, 2014

Place : X D Class

Respondents :

R (Researcher)	S22 (Robi)
Ss (Students)	S24 (Satrio)
S15 (Fahmi)	S26 (Jelang)

R : Selamat pagi, temen-temen. Boleh minta waktunya sebentar?

S15 : Boleh mbak, lama juga nggak papa.

Ss : (tertawa) Hahaha...

R : Begini, mbak cuma mau tanya-tanya sebentar seputar pembelajaran Bahasa Inggris.

Sebenarnya kalian suka nggak sama Bahasa Inggris?

S15 : Ya kalo bisa itu seneng mbak.

S22 : Lumayan...lumayan.

S24 : Seneng.

S36 : Kalo pas lagi bisa seneng, tapi kalo nggak *yo wis*.

Ss : (tertawa) Hahaha...

R : Menurut kalian pembelajaran Bahasa Inggris di kelas ngebosenin nggak?

S15 : Ya lumayan mbak.

S24 : Kadang iya, kadang enggak.

R : Menurut kalian nih, dari keempat skill tadi, seperti *Listening, Speaking, Reading, Writing*, mana yang paling susah?

S22 : *Listening*.

S15 : *Listening*.

S24 : *Listening*.

S26 : *Writing*.

- R : Alasannya?
- S15 : Karena nggak peka mbak.
- S24 : Duduknya di belakang mbak.
- S26 : Kalau jelas seneng mbak.
- R : Kalau *listening* di sini (di kelas) apa di lab?
- Ss : Di sini (di kelas).
- S22 : *Alesanne njagonge neng mburi dewe* (alasan nya duduknya di belakang sendiri).
- S15 : *Nggak peka mbak, suaranya nggak cetho* (suaranya tidak jelas). *Ra iso memahami og.*
- R : Oh gitu, nah kalau *writing* gimana menurut kalian?
- S24 : *Writing*? Susah juga mbak.
- S15 : Bahasanya aja yang susah mbak.
- S26 : *Grammar*
- R : Maksudnya *vocab*?
- S15 : Nah itu mbak, *vocab* itu.
- R : Kalau bingung sama *vocab* biasanya kalian ngapain? Buka kamus apa tanya temen?
- Ss : Buka kamus.
- S22 : Dua-duanya.
- R : Oh gitu. Selain kosa-kata apa lagi yang susah di *writing*?
- Ss : Emmm...semuanya mbak.
- R : Ehh iya, tadi ada yang bilang *grammar*?
- S22 : *Grammar* itu apa mbak?
- Ss : (tertawa) Hahaha...
- S15 : Buku *grammar*.
- R : *Grammar* itu susunan kata.
- Ss : Susah mbak.
- R : Kalian suka kebolak-balik nggak sih sama SPO-nya?
- S15 : Iya...aku sering kebalik-balik mbak.
- S22&S24 : Iya...kadang-kadang mbak.

- R : Nah, kalau ide gimana? Kalian sering nggak kehabisan ide kalau nulis?
- Ss : Wahhh... sering banget itu mbak.
- R : Kalau mau mulai nulis gimana? Kalian sering bingung nggak sih mau nulis apa?
- S15 : Wahhh...bingung banget mbak mau nulis apa.
- Ss : (tertawa) Hahaha...
- R : Kalau ngembangin idenya, kesulitan nggak?
- S15 : Iya mbak.
- R : Kenapa? Mentok? Nggak ada ide lain?
- S15 : Iya mbak nggak ada.
- R : Nah kalau topiknya itu sendiri, mending ditentukan atau bebas?
- S24 : Ditentukan.
- S15 : Bebas.
- S22 : Ditentukan.
- S26 : Bebas.
- R : Alasannya bebas kenapa?
- S26 : Enak bebas mbak, lebih luas.
- S15 : Wawasannya lebih panjang.
- R : Kalau ditentukan?
- S24 : Kalau ditentukan ya biar nggak bingung, biar nggak kemana-mana nyarinya. Cuma itu-itu aja.
- S26 : Fokus...fokus terhadap topic
- R : Oh iya, ngomong-ngomong kalian udah belajar teks apa aja?
- S15 : Apah?
- S22&S24 : *Recount*.
- R : Terus?
- Ss : *Narrative*.
- R : Nah, kalian paham nggak sama struktur organisasinya?
- S24 : *Orientation, complication, resolution*.
- S22 : Kadang *sok* (suka) lupa mbak.
- R : Oke. Kalau *writing* enakya ngerjain sendiri apa kelompok?

Ss : Kelompok mbak.

R : Alasannya?

S15&S24 : Kalau kelompok ya *nggarapnya* (mengerjakannya) bareng-bareng.

R : Oh gitu. Ehh iya, kalau nulis sering dapet *feedback* nggak? Koreksian?

Ss : Kadang-kadang mbak.

R : Nah kalau dikasih *feedback* mending langsung dibenerin salahnya apa dikasih kode? Misalnya V2. Harusnya pake verb 2?

S15&S22 : Langsung mbak.

S24&S26 : Dikasih kode mbak.

R : Kenapa? Biar nggak mikir lagi?

Ss : (tertawa) Hahaha...*ben gampang* (supaya mudah).

R : Kalau yang dikasih kode?

S24 : Kalau dikasih kode kan jadi belajar lagi mbak.

R : Terus biasanya kalau udah dikasih *feedback*, direvisi lagi nggak? Dibenerin?

Ss : Iya mbak, dibenerin lagi terus dikumpulkan.

R : Oh gitu. Oke. Terimakasih ya buat waktunya.

Ss : Iya mbak, sama-sama.

INTERVIEW TRANSCRIPT

03

Date : Thursday, February 13, 2014

Place : X D Class

Respondents :

R (Researcher) S18 (Prisca)

Ss (Students) S31 (Zulfa)

R : Permissi. Mbak mau minta waktunya sebentar ya?

Ss : Iya mbak.

R : Kemarin mbak ngajarnya gimana? Kurangnya apa? Jelas nggak?

S18 : Kalau jelas sih jelas mbak. Cuma siswanya aja mbak yang nggak memperhatikan.

R : Temen-temennya rame gitu ya?

S18 : Iya itu.

R : Terus gimana setelah nulis diary? Rasanya gimana?

S18 : Jadi lebih gampang mbak belajarnya.

S31 : Iya. Jadi lebih enak.

R : Kalau kesulitan nulis diary-nya apa sih?

S18 : Apa ya? *Vocabulary*-nya itu.

R : Oh, *vocabulary*.

S31 : Terus itu, nyusun-nyusun kalimatnya.

R : Oh, oke. Jadi mungkin untuk pertemuan berikutnya kita masih bahas masalah itu lagi. Soalnya dari tulisan kalian sepertinya masih perlu perbaikan lagi. Kalau masalah *grammar* sih udah ada yang bener. Udah banyak yang pake *past tense*, tapi ya itu...kalian masih suka kebolak-balik nyusun kalimatnya.

Jadi, nanti kalau mbak ada kurang apa langsung ngomong aja. Oke?

Ss : Iya.

INTERVIEW TRANSCRIPT

04

Date : Thursday, March 13, 2014

Place : X D Class

Respondents :

R (Researcher) S20 (Reni)

Ss (Students) S27 (Vita)

S7 (Delfi)

R : Temen-temen, mbak boleh minta waktunya sebentar?

Ss : Iya boleh mbak, gimana?

R : mbak Cuma mau tanya-tanya sebentar.

S7 : Iya mbak.

R : Begini, selama kalian menulis diary, apakah ada kesulitan?

S27 : Itu mbak, kalo ngubah jadi *past tense*-nya.

R : Kalau delfi gimana?

S7 : Sama mbak itu juga. Terus bingung nyusun kalimatnya.

R : Oh gitu. Kalau Reni?

S20 : Ya itu mbak, paling susah nyusun kata-katanya terus juga bingung nyari kata-katanya.

R : Oh gitu. Jadi kebanyakan dari kalian masih bingung dalam menyusun kata-kata menjadi kalimat yang benar?

Ss : Iya itu mbak.

R : Kalau kesan-kesan nulis diary-nya sendiri gimana?

S7 : Asyik. Tambah belajar.

R : Nah, menurut kalian, kalian merasa terbantu nggak dari nulis diary?

S27 : Terbantu mbak. *Vocabulary*-nya jadi tambah.

R : Kalau Delfi gimana?

S7 : Jadi lebih paham *past tense*.

- R : Kalau Reni?
- S20 : Ya jadi lebih bias aja mbak. Lebih lancar nulisnya.
- R : Jadi gitu. Terus kalo penjelasan materi dari mbak gimana? Jelas nggak?
- S27 : Jelas sih mbak, tapi kecepetan.
- R : Oh. Kalau gitu lain kali mbak pelanin lagi njelasinnya. Terus, ada saran nggak buat mbak kedepannya?
- S27 : Jangan banyak-banyak tugas mbak.
- R : Oh iya. Oke. Kalau gitu makasih ya buat waktunya.
- Ss : Iya mbak. Sama-sama.

INTERVIEW TRANSCRIPT

05

Date : Monday, February 24, 2014

Place : The mosque of SMA N 1 Ngemplak

Respondents :

R (Researcher)

C (Collaborator)

R : Mbak Nisa, gimana tadi saya ngajarnya? Udah jelas belum?

C : Jelas sih. Mungkin awal-awalnya kurang jelas. Pas kamu nerangin pake spidol merah, itu kurang jelas. Terus murid-muridnya juga kurang greget. Apa ya "*aras-arasen*". Males belajar gitu. Tapi ngajarnya udah jelas kok.

R : Kecepeten nggak?

C : Nggak juga.

R : Waktunya gimana?

C : Ya, karena lack of time ya wajar lah kalau kecepetan.

R : Terus ada saran kah?

C : Apa ya?

R : Kalau yang minggu kemaren gimana?

C : Minggu kemaren kendalanne cuman siswanya rame. Mungkin karena nggak ada gurunya juga.

R : Terus? Menurutmu mereka antusias nggak sama materi yang diberikan?

C : Antusias... ya mungkin antusias. Tapi kalau dibandingkan yang kemarin sama yang sekarang sih kayaknya lebih antusias yang sekarang.

INTERVIEW TRANSCRIPT

06

Date : Thursday, April 3, 2014

Place : X D Class

Respondents :

R (Researcher) S26 (Jelang)

Ss (Students) S30 (Yesi)

S6 (Bagus)

R : Gimana tadi kesulitannya apa? Kalian belajarnya?

Ya mungkin dari Bagus dulu. Kesulitannya apa?

S6 : Saya nanti dulu mbak. Mikir dulu.

R : Ya, Jelang? Tadi yang dirasa kesulitannya apa?

S30 : Buat kalimatnya.

S26 : Apa ya? E...iya buat kalimatnya.

S30 : Nyusun katanya juga.

R : Oh, nyusun katanya. Terus apa lagi?

Kalau untuk koreksian, tadi gimana mbak ngajarnya? Kecepaten nggak?

S30 : Oh...ho'oh.

S6 : Tidak. Tidak mbak.

R : Kurang jelas kah?

S6 : Sudah jelas kok.

S30 : Iya. Udah jelas.

Eh...ini. Kalau ngerjain tugas waktunya mbak dilamain, biar mikir dulu.

S6 : Iya mbak. Jangan keburu-buru.

R : Iya. Itu tadi soalnya waktunya kan mepet. Terus kalau masalah diary gimana?

S30 : Susah.

R : Susahnya dimana?

S30 : Nyusun katanya itu, suka kebolak-balik.

S6 : Masalah *verb* 2 itu lho mbak.

- R : Oke. Dari nulis diary, menurut kalian terbantu nggak kalo suruh nulis di sekolah?
- S26 : Kebantu.
- S30 : Kebantu.
- S6 : Kebantu.
- R : Kebantu apanya? Jadi lebih cepat keluar idenya? Atau gimana?
- S6 : Iya.
- R : Iya apanya?
- S6 : Iya kebantu e mbak.
- R : Jadi kalau nulis di sekolah jadi lebih gampang?
- S6 : Iya mbak.
- R : Kalau Jelang?
- S26 : Apa tadi mbak pertanyaannya?
- R : Ya, kalian kan udah nulis diary di rumah tuh, terus kalian merasa terbantu nggak belajarnya? Kayak nulis *recount*-nya, tentang nyusun kalimatnya.
- S6 : Kebantu
- S26 : E...kebantu mbak. Sedikit sih.
- R : Oh...sedikit ya. Kalau Yesi?
- S30 : Ya sama mbak.
- R : Terus kedepannya gimana? Ada saran?
- S6 : *Perfect* mbak. *Perfect*.
- S26 : Lebih banyakin *game*-nya mbak.
- S30 : Iya mbak, tapi jangan yang susah-susah mbak.
- S26 : Yang susah nggak papa, *marai* (bikin) nggak ngantuk.
- R : Oh...Oke. Terimakasih ya buat waktunya.
- Ss : Sama-sama mbak.

INTERVIEW TRANSCRIPT

07

Date : Thursday, April 3, 2014

Place : The mosque of SMA N 1 Ngemplak

Respondents :

R (Researcher)

C (Collaborator)

R : Gimana tadi mbak Nisa, kekurangannya dimana?

C : Udah sih. Kelasnya juga udah kondusif. Ya, mungkin kemaren-kemaren karena jam terakhir atau panas juga jadi kelasnya rame.

R : Jadi udah nggak terlalu rame kayak sebelum-sebelumnya?

C : Ho'oh. Lebih kondusif hari ini.

R : Tentang penyajian materinya gimana?

C : Udah kok.

R : Kecepaten kah? Atau gimana?

C : Kayaknya buat bagian contohnya yang di bagian *Conjunction*, kalau dikei contoh meneh luwih apik (kalau dikasih contoh lagi lebih bagus).

R : Iya. Tapi waktunya itu...

C : Iya...heee *I know that feel*.

R : Terus saran buat kedepannya?

C : Apa yah? Materine dikurangi. Maksudnya...

R : *Ojo kepadetten?* (Jangan terlalu banyak?)

C : Ho'oh.

R : Terus besok gimana ya? Yang ngembangin diary itu?

Besok kan rencananya masih ada 3 aktifitas. Ngembangin diary, terus nulis berdasarkan *comic strip*, terus nulis diary sendiri. Cukup nggak ya waktunya? Kalau buat 3 aktifitas itu? Apa yang perlu diilangin?

C : Kayaknya nggak cukup deh. Mending yang ngembangin diary itu yang diilangin. Terus kalau yang nulis diary sendiri itu masuk *cycle 2* apa *post*?

- R : Yang buat sendiri itu *cycle 2*.
 C : Berarti masih kurang 2 meeting lagi?
 R : iya.

INTERVIEW TRANSCRIPT

08

Date : Monday, April 7, 2014

Place : X D Class

Respondents :

R (Researcher)	S16 (Novita)	S1 (Aloysius)
Ss (Students)	S30 (Yesi)	S6 (Bagus)
S5 (Ayu)	S31 (Zulfa)	S25 (St. Dani)

- R : Gimana tadi? Kesulitannya dibagian apa?
 S5 : Kesulitannya itu lho *Verb 1, Verb 2*.
 R : Masih bingung?
 S5 : Iya. *Past tense, simple past* kayak gitu.
 R : Ngubah dari *present* ke *past* gitu? Terus kesulitan yang lainnya itu apa? Dari materi tadi?
 S16 : Kata-katanya itu susah nyusunnya.
 R : Terus tadi pake *comic strip*, ngembangin idenya jadi lebih gampang nggak?
 S30 : Iya.
 S31 : Iya, lumayan. Lumayan lebih mudah.
 R : lebih mudah daripada ngarang sendiri?
 Ss : Iya.
 R : Terus saran untuk pertemuan kedepannya gimana? Kekurangannya tadi apa?
 S30 : Lebih enak lagi mbak.
 S5 : Kekurangannya...maksud mbak. Jangan pake waktu.

- S16 : Iya.
- S31 : Ho'oh. Yang lama lagi waktunya.
- R : Kita kan dibatesin waktu jadinya kalian harus nylesein tugasnya tepat waktu.
- S31 : Tapi yang sabar mbak (tertawa)
- S5 : Kita kan nggak pengen dibatesin waktu.
- S16 : Sama *Mom Fitri* pun kita nggak pernah dibatesin waktu. Terserah kitanya. Tapi ya itu mereka konsekuen semua mbak.
- S31 : Ho'oh mbak.
- R : Tuh kan kalian kalau sama *Mom Fitri* rajin-rajin.
- S16 : Mbak...gini lho mbak, kita tuh rajinnya bukan Karena kita tuh enak sama *Mom Fitri*, tapi kita cenderung takut mbak.
- R : (tertawa) Kok cenderung ke takut pye toh? Oke kalau gitu makasih banyak ya.
- Ss : Iya.
- R : Kesulitannya tadi dibagian apa?
- S25 : *Verb*-nya.
- R : *Verb*-nya gimana?
- S25 : Bingung nggubah *verb*-nya.
- S1 : Dibagian konsentrasinya.
- R : Terus kalau tadi pake *comic strip* gampang nggak?
- S6 : Gampang.
- R : Jadi, ngembangin idenya pake *comic strip* gampang nggak?
- Ss : Gampang,,,susah,,,lumayan.
- S1 : Nggak bawa kamus jadi nggak tau artinya.
- R : Makanya, besok-besok bawa kamus. Pokoknya besok wajib bawa kamu, ya?
- Ss : Iya mbak.

INTERVIEW TRANSCRIPT

09

Date : Friday, April 11, 2014

Place : X D Class

Respondents :

R (Researcher)	S30 (Yesi)
Ss (Students)	S24 (Satrio)
S10 (Fajar)	S25 (St. Dani)
S19 (Rahayu)	

R : Mbak boleh minta waktunya sebentar, ya? Mbak cuma mau tanya-tanya seputar...ya selama kita belajar bersama. Menurut kalian, gimana kesan kalian belajar Bahasa Inggris sama mbak? Mungkin dari Rahayu dulu?

S19 : Emm...apa ya?

S25 : Dari saya dulu mbak.

R : Oh ya boleh.

S25 : Enak sih, tapi kebanyakan tugas.

R : Oh kebanyakan tugas, terus kalau Satrio?

S24 : Sama sih mbak. Kurang lebihnya gitu.

R : Masa sama? Ada tambahan lain? Kalau Fajar?

S10 : Menyenangkan, *enjoy*.

R : Terus yang lainnya?

S10 : *Penak* mbak.

R : Yesi gimana? Mungkin ngebosenin kah? Atau gimana?

S30 : Asyik. Tapi kadang-kadang ya ngebosenin.

S10 : Enggak.

S24 : Enggak ngebosenin kok mbak.

R : Kalau Yesi, yang ngeboseninnya dibagian apa?

S30 : Kadang-kadang ya gitu deh.

R : Terus kegiatan-kegiatannya misal kayak *game-games*-nya kayak gitu menarik nggak?

- S24 : Seru.
- S25 : Ya. Menarik. Seru.
- S10 : Asyik.
- S30 : Keren.
- R : Oh...ok. Selama kegiatan kemarin, menurut kalian memotivasi kalian nggak untuk belajar Bahasa Inggris?
- S19&30 : Iya.
- R : Kalau fajar? Jadi, kalian lebih tertarik nggak belajar Bahasa Inggris?
- S10 : Iya.
- S25 : Iya. Belajar sambil permainan kayak gitu jadi nggak ngebosenin.
- R : Oh...ok. Kemarin mbak nyampein materinya gimana? Kecepatan nggak?
- S24 : Kecepatan. Yang pasti kecepatan.
- R : Susah dipahami?
- S25 : Kecepatan, susah dipahami.
- S24 : Nggak sih. Nggak susah dipahami, cuman kecepatan ngomongnya.
- S30 : Ada pas materi apa gitu, terlalu cepat. Tapi nggak cepet-cepet banget sih.
- R : Oh iya. Mungkin kan kita diuber waktu yah. Kalau kalian belajar sama Mom Fitri kan nggak dibatesin waktu, kalau sama saya kan dibatesin waktu. Terus susah-susah nggak, tugasnya?
- S30 : Lumayan.
- S24&25 : Ya lumayan.
- R : Selama kalian beblajar sama mbak kira-kira ada peningkatan nggak di kemampuan Bahasa Inggris kalian? Mungkin Rahayu?
- S19 : Ya ada, sedikit.
- R : Apa?
- S19 : Ya yang tadinya nggak bisa jadi agak bisa.
- S24 : Kosa katanya jadi lebih banyak.
- S25 : Lebih mengerti.
- R : Kalau Yesi? Dibagian apa?
- S30 : Dibagian...membuat diary yang ada *past tense*-nya.

- R : terus kalau *grammar*-nya gimana? Jadi bisa nyusun kalimatnya dengan baik nggak?
- S30 : Itu masih agak susah.
- S25 : Ya lumayan daripada yang kemarin-kemarin.
- R : Jadi, yang paling susah diantara pengembangan ide, organisasi, *vocabulary* sama *grammar* yang paling susah apa?
- S30 : Kalau aku, sebenarnya sih nggak ada yang mudah. Tapi yang menurutku untuk yang menyusun katanya itu lebih susah.
- R : Ya...ok. Terus kan kemarin kalian udah sempet nulis diary to? Jadi diary kemarin membantu kalian nggak? Buat kayak misalnya tadi kan suruh nulis, kemarin-kemarin nulis diary. Jadi lebih gampang nggak? Membantu nggak?
- S24 : Iya membantu. Banget.
- S30 : Terbantu.
- R : Membantunya gimana?
- S24 : Jadi lebih gampang aja.
- R : Jadi lebih lancar?
- S25 : Jadi lebih lancar.
- S30 : Iya. Jadi lebih lancar yang pasti. Lebih ngerti apa yang betulannya. Dari yang nggak tau jadi tau.
- R : Kalau Fajar?
- S10 : Nggak ketergantungan opo? *Google translate*.
- R : Oh...ini, paling umum kesulitannya apa yang kalian hadapi saat kalian menulis?
- S24 : *Verb*-nya itu lho mbak.
- R : Mengubah ke *past tense*?
- S24&25 : Iya.
- R : Terus kalau Rahayu? Kesulitan dalam menulis apa? Ngembangin idenya, *vocabulary*, *grammarnya* atau apa?
- S19 : Nyusun kalimatnya.
- S25 : Yo nyusun kalimatnya, yo *past tense*-nya.

- R : Jadi gini, kemaren kan udah nulis berulang-ulang kayak gitu. Jadi lebih gampang nggak? Paham nggak?
- S25 : Yang pasti ya iya lah. Lebih gampang.
- R : Terus kesan kalian pas nulis diary gimana?
- S25 : Jadi lebih gimana... gitu mbak.
- R : Lebih gimananya gimana?
- S19 : Lebih bisa mengerti, lebih bisa mbak.
- S10 : Mandiri mbak. Nggak ketergantungan sama *google translate*.
- R : Terus kesan kalian nulis diary gimana?
- S10 : Nendang mbak.
- R : Apah?
- Ss : Nendang mbak (tertawa)
- R : Seneng nggak? Jadi pengen nulis daiary lagi nggak?
- S30 : Tiap hari lanjut, tapi pake Bahasa Indonesia, nggak pake Bahasa Inggris.
- R : Oke kalau gitu, ada pesan atau sesuatu yang mau disampaikan?
- S30 : Terimakasih.
- S25 : Ya. Terimakasih sudah mau mengajar kelas XD yang kayak gini-gini aja,
- S24 : Iya. Yang banyak ngomongnya daripada kerjanya.
- R : Iya sama-sama. Mbak juga ngucapin terimakasih buat kalian semua.
Terimakasih buat waktunya.
- Ss : Iya mbak.

APPENDIX 3

Observation Checklists

Observation Checklist

Date : February 10, 2014

Meeting : 1

Observer : Dewi Annisa R

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.	✓		
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher gives lead in questions.	✓		
	7. The teacher tells the objective of the teaching and learning process.	-		
B.	Whilst-teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The teacher introduces a model of diary by giving them some pictures.	✓		
	4. The students read a model of text (diary writing).	✓		
	5. The teacher and the students discuss the generic structure and language features of diary writing.	✓		
	6. The teacher checks the students' understanding.	✓		
	7. The teacher gives chances to the students to ask questions.	✓		
	8. The students deliver the questions to the teacher.		✓	
	9. The teacher guides the students in every stage in the process of doing the tasks.	✓		

	10. The lesson is smooth, sequenced, and logical.	✓		
C.	Post-teaching			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The teacher previews on the upcoming materials.	✓		
	3. The teacher closes the teaching and learning process.	✓		
D.	Methods			
	1. There are balance and variety activities during the lesson.	✓		
	2. The teacher moves around the class and makes eye contact with the students.	✓		
	3. The teacher positively reinforces the students.	✓		
	4. Examples and illustration are used effectively.	✓		
	5. The teacher corrects the students' errors and mistakes.	✓		
	6. The teacher uses the allocated time well.	✓		Kayaknya yg awal kecepetan
E.	Teacher-students' interaction			
	1. The teacher encourages the students' participation.	✓		
	2. The students have enthusiasm/motivation during the teaching process.			Just a little Motivation
	3. The students actively take parts in each class activity.		✓	
	4. The teacher's instructions are clear.	✓		

Yogyakarta, 10 February 2014

The Observer

(Dewi Annisa R)

Observation Checklist

Date : 29 Februari 2019

Meeting : 2

Observer : Dene Annisa R

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.	✓		
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B.	Whilst-teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The teacher and the students discuss the language features of diary writing.	✓		
	4. The teacher gives the model of past tense.	✓		
	5. The teacher checks the students' understanding.	✓		
	6. The teacher asks the students to do a game of jumbled words.	✓		
	7. The teacher gives chances to the students to ask questions.	✓		
	8. The students deliver the questions to the teacher.		✓	
	9. The teacher guides the students in every stage in the process of doing the	✓		

	tasks.			
	10. The lesson is smooth, sequenced, and logical.	✓		
C.	Post-teaching			
	1. The teacher summarizes and reflects the lesson.		✓	
	2. The teacher previews on the upcoming materials.		✓	
	3. The teacher closes the teaching and learning process.		✓	
D.	Methods			
	1. There are balance and variety activities during the lesson.	✓		
	2. The teacher moves around the class and makes eye contact with the students.	✓		
	3. The teacher positively reinforces the students.	✓		
	4. Examples and illustration are used effectively.	✓		
	5. The teacher corrects the students' errors and mistakes.	✓		
	6. The teacher uses the allocated time well.	✓		
E.	Teacher-students' interaction			
	1. The teacher encourages the students' participation.	✓		
	2. The students have enthusiasm/motivation during the teaching process.			Not really
	3. The students actively take parts in each class activity.			Not really
	4. The teacher's instructions are clear.	✓		

Yogyakarta, 24 February 2014

The Observer

(Dewi Annisa R.)

Observation Checklist

Date : March 6~~2~~⁴, 2014
 Meeting : 3
 Observer : Dewi Annisa R.

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.	✓		
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B.	Whilst-teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The teacher asks the students to a game (information gap activity).	✓		
	4. The teacher asks the students to write their personal experiences in their diary book.	✓		
	5. The teacher checks the students' understanding.	✓		
	6. The teacher gives chances to the students to ask questions.	✓		
	7. The students deliver the questions to the teacher.		✓	
	8. The teacher guides the students in every stage in the process of doing the tasks.	✓		
	9. The lesson is smooth, sequenced, and logical.	✓		

C.	Post-teaching			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The teacher previews on the upcoming materials.			
	3. The teacher closes the teaching and learning process.	✓		
D.	Methods			
	1. There are balance and variety activities during the lesson.	✓		
	2. The teacher moves around the class and makes eye contact with the students.	✓		
	3. The teacher positively reinforces the students.	✓		
	4. Examples and illustration are used effectively.	✓		
	5. The teacher corrects the students' errors and mistakes.	✓		
	6. The teacher uses the allocated time well.	✓		
E.	Teacher-students' interaction			
	1. The teacher encourages the students' participation.	✓		
	2. The students have enthusiasm/motivation during the teaching process.	✓		
	3. The students actively take parts in each class activity.	✓		
	4. The teacher's instructions are clear.	✓		

Yogyakarta, 6 March 2014

The Observer

(Dwi Annisa R)

Observation Checklist

Date : April 3, 2019
 Meeting : 5
 Observer : Dwi Annisa R

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.	✓		
	4. The teacher reviews the previous materials.			
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B.	Whilst-teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The students look and identify some pictures.	✓		
	4. The students read a model of text and identify the verbs in the past form.	✓		
	5. The students do a classroom game.	✓		
	6. The teacher checks the students' understanding.	✓		
	7. The teacher gives chances to the students to ask questions.	✓		
	8. The students deliver the questions to the teacher.		✓	
	9. The teacher guides the students in every stage in the process of doing the tasks.	✓		
	10. The lesson is smooth, sequenced,	✓		

	and logical.			
C.	Post-teaching			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The teacher previews on the upcoming materials.			
	3. The teacher closes the teaching and learning process.	✓		
D.	Methods			
	1. There are balance and variety activities during the lesson.	✓		
	2. The teacher moves around the class and makes eye contact with the students.	✓		
	3. The teacher positively reinforces the students.	✓		
	4. Examples and illustration are used effectively.	✓		
	5. The teacher corrects the students' errors and mistakes.	✓		
	6. The teacher uses the allocated time well.	✓		
E.	Teacher-students' interaction			
	1. The teacher encourages the students' participation.	✓		
	2. The students have enthusiasm/motivation during the teaching process.	✓		
	3. The students actively take parts in each class activity.	✓		
	4. The teacher's instructions are clear.	✓		

Yogyakarta, 3 April 2014

The Observer

(Dwi Annisa R.)

Observation Checklist

Date : April 7, 2014
 Meeting : 6
 Observer : Dwi Annisa R

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A. Pre-teaching				
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.	✓		
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B. Whilst-teaching				
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The students read and identify a comic strip.	✓		
	4. The students develop a recount text based on the comic strip.	✓		
	5. The students write their personal experiences.	✓		
	6. The teacher checks the students' understanding.	✓		
	7. The teacher gives chances to the students to ask questions.	✓		
	8. The students deliver the questions to the teacher.	✓		
	9. The teacher guides the students in every stage in the process of doing the tasks.	✓		
	10. The lesson is smooth, sequenced,	✓		

	and logical.			
C.	Post-teaching			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The teacher previews on the upcoming materials.		✓	
	3. The teacher closes the teaching and learning process.	✓		
D.	Methods			
	1. There are balance and variety activities during the lesson.	✓		
	2. The teacher moves around the class and makes eye contact with the students.	✓		
	3. The teacher positively reinforces the students.	✓		
	4. Examples and illustration are used effectively.	✓		
	5. The teacher corrects the students' errors and mistakes.	✓		
	6. The teacher uses the allocated time well.	✓		
E.	Teacher-students' interaction			
	1. The teacher encourages the students' participation.	✓		
	2. The students have enthusiasm/motivation during the teaching process.	✓		
	3. The students actively take parts in each class activity.	✓		
	4. The teacher's instructions are clear.	✓		

Yogyakarta, 7 April 2014

The Observer

(Dewi Annisa R)

APPENDIX 4

Course Grid

COURSE GRID
Cycle 1

School : SMA N 1 Ngemplak

Class : X

Semester : 1

Subject : English

Skill : Writing

Standard of Competence : 6. Writing

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

Basic Competence	Learning Materials	Indicators	Activities	Assessment		Time Allocation	Learning Resources	Media
				Technique	Instru-ment			
6.2 Mengungkap- kan makna dan langkah retorika teks tulis esei secara akurat,	1. Pictures of diary 2. Examples of diary writing 3. Generic structures	1. Making sentences using past tense 2. Using conjunctions in	GBA (Genre Based Approach) 1. Identifying some pictures and answering lead-in questions from the teacher.	• Written test		270 minutes	1*) 2*) 3*)	1. Pictures 2. Diary book 3. Flash cards

<p>lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, <i>narrative</i>, dan <i>procedure</i></p>	<p>and language features of a recount text and diary writing</p> <p>4. Recount texts</p> <p>5. Diary writing</p> <p>6. The Past tense</p>	<p>composing texts</p> <p>3. Using the past tense in recounting events in diary writing</p> <p>4. Writing a diary of personal experiences</p>	<p>2. Discussing a story of Anne Frank</p> <p>3. Reading and identifying the examples of diary writing</p> <p>4. Identifying the generic structure and language features of a recount text and diary writing</p> <p>5. Reading and identifying the difference and similarity of a recount text and diary writing based on the provided texts.</p> <p>6. Discussing the formula of the past tense and doing the following exercises.</p>					
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			<p>7. Doing jumbled words game. In a group of four, students arrange the jumbled words into meaningful sentences and sticking them out in the provided paper.</p> <p>8. Writing sentences in the form of past tense.</p> <p>9. Doing an information gap activity. In a group of six, students do a guessing game. Each group should take an envelope containing three pictures. They have to pretend that they had</p>					
--	--	--	--	--	--	--	--	--

			<p>already visited those places and write at least three sentences which told the activities they did in those places without mentioning the name of the places. The other group should guess which places that the group meant.</p> <p>10. Writing a diary based on the students' personal experiences.</p>					
--	--	--	--	--	--	--	--	--

*)

1. Priyana, Joko., Irjayanti, Arnys Rahayu., and Renitasari, Virga. 2008. *INTERLANGUAGE: English for Senior High School Students X: SMA/MA Kelas X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Pramesti, Maria., Pramono, S. Wirawan., and Suhermawan. 2008. *English for SMK 1: untuk SMK Kelas X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

3. Doddy, Achmad., Sugeng, Ahmad., and Effendy. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

COURSE GRID
Cycle 2

School : SMA N 1 Ngemplak

Class : X

Semester : 1

Subject : English

Skill : Writing

Standard of Competence : 6. Writing

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

Basic Competence	Learning Materials	Indicators	Activities	Assessment		Time Allocation	Learning Resources	Media
				Technique	Instru-ment			
6.3 Mengungkap-kan makna dan langkah retorika teks tulis esei secara akurat,	1. Pictures of diary 2. Examples of a recount text 3. Conjunctions	1. Making sentences using past tense 2. Using conjunctions in composing	GBA (Genre Based Approach) 1. Identifying some pictures and answering lead-in	• Written test		180 minutes	1*) 2*) 3*) 4*)	1. Pictures 2. Diary book 3. Flash cards 4. Comic strip

<p>lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure</p>	<p>Such as:</p> <ul style="list-style-type: none"> • Coordinating conjunction: <i>and, as well as, but, although</i> • Subordinating conjunction: <i>after, before, when, until</i> <p>4. Comic Strip</p>	<p>texts</p> <ol style="list-style-type: none"> 3. Using past tense in recounting events 4. Writing a story based on a comic strip 5. Writing a diary of personal experiences 	<p>questions from the teacher.</p> <ol style="list-style-type: none"> 2. Reading a text and identifying the past verb form of the text by making circles. 3. Doing a classroom game “moving cards game” based on the instructions. 4. Reading an explanation of conjunctions and writing a short recount by using the verbs they got in the previous task. 					
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			5. Writing a recount text based on the comic strip. 6. Writing a recount text based on students' personal experiences.					
--	--	--	---	--	--	--	--	--

*)

1. Doddy, Achmad., Sugeng, Ahmad., and Effendy. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Pramesti, Maria., Pramono, S. Wirawan., and Suhermawan. 2008. *English for SMK 1: untuk SMK Kelas X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
3. www.aidianet.co.cc
4. <http://goraina.com/webcomics/bee.html>

APPENDIX 5

Lesson Plans

LESSON PLAN

01

School	: SMA N 1 Ngemplak
Class	: X (Ten)
Semester	: 2 (Two)
Course	: English
Topic	: Diary
Skill	: Writing
Time Allotment	: 6x45 minutes (3 Meetings)

A. Standard of Competence

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Basic Competence

- 6.4 Mengungkapkan makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indicators

The students are able to:

5. make sentences using past tense
6. use past tense in recounting events in a diary
7. write a diary of personal experiences

D. Objectives

At the end of the lesson, students are expected to write a diary of their personal experiences.

E. Learning Materials

RECOUNT TEXT

Purpose: To tell the readers what happened in the past through a sequence of events.

Generic structure of recount text

- **Orientation:** Introductory paragraph that tells who, what, where, and when.
- **Sequence of events:** retell the event in the order they occur
- **Re-orientation (optional):** conclusion

Language features

- Past tense
- Time conjunctions

DIARY WRITING

Diary entry is a kind of recount text that belongs to personal recount.

the main features of diary writing:

- events in chronological order; points
- written in the first person;
- use of past tense for most verbs;
- use of paragraphs for changes of time, event and action
- more personal

F. Teaching Method

GBA (Genre Based Approach)

G. Teaching procedures

Meeting 1

1. Pre-teaching

- Greeting
- Praying
- Checking the attendance list

2. Whilst-teaching

Building Knowledge of the Field (BKoF)

- The students are asked some lead-in questions related to the topic.
- The students look some pictures and answer the following questions (*Task 1*)
- The students and the teacher discuss a picture of “The Diary of Young Girl: Anne Frank” (*Task 2*)

Modeling of the Text (MoT)

- The students read the examples of diary writing and identify the texts (as models and warming up activities). (*Task 3*)
- The students review the materials about the recount text and discuss the overview of diary writing (*Task 4*)

Join Construction of the Text (JCoT)

- The students, in pairs, read and identify texts. (*Task 5*)

3. Post-teaching

- The students, together with the teacher, summarize and reflect on what they have learnt from the lesson.
- The students get homework to write their story on their diary book.

Meeting 2

1. Pre-teaching

- Greeting
- Praying
- Checking the attendance list

2. Whilst-teaching

Join Construction of the Text (JCoT)

- The students study the provided pictures. (*Task 6*)
- The students study a more explanation of past tense and do the exercises. (*Task 7*)
- In a group of four, the students do a jumbled words game in which they have to arrange the jumbled words into meaningful sentences. (*Task 8*)
- The students make their own sentences in the form of simple past tense and past continuous tense. (*Task 9*)

3. Post-teaching

- The students, together with the teacher, summarize and reflect on what they have learnt from the lesson.
- The students get homework to write their story on their diary book.

Meeting 3

1. Pre-teaching

- Greeting
- Praying
- Checking the attendance list

2. Whilst-teaching

Join Construction of the Text (JCoT)

- The teacher reviews the materials in the previous meeting and discusses the students' common mistakes of the jumbled words game and their diary.
- The representative of each group (jumbled words game) comes in front of the class and writes a sentence on the white board. The other groups should check whether the sentences are correct or not and if so, they have to correct them.
- In a group of six, the students do a guessing game. Each group should take an envelop containing three pictures. They have to pretend that they have already visited those places and write at least three sentences which told the activities they did in those places without mentioning the name of the places. The other group should guess which places that the group meant. (*Task 10*)

Independent Construction of the Text (ICoT)

- The students, individually, write a diary of their personal experiences. (*Task 11*)

3. Post-teaching

- The students, together with the teacher, summarize and reflect on what they have learnt from the lesson.
- The students get feedback from the teacher.

H. Resources

- Priyana, Joko., Irjayanti, Arnys Rahayu., and Renitasari, Virga. 2008. *INTERLANGUAGE: English for Senior High School Students X: SMA/MA Kelas X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Pramesti, Maria., Pramono, S. Wirawan., and Suhermawan. 2008. *English for SMK 1: untuk SMK Kelas X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Doddy, Achmad., Sugeng, Ahmad., and Effendy. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

I. Assessment

Writing Scoring Rubric (adapted from Jacobs, 1981)

Aspect	Level	Score	Criteria
Content	Excellent – Very good	30-27	Relevant to the topic, give the detail information, and match the purpose of recount text
	Good - Average	26-22	Mostly relevant to the topic, lacks of detail
	Fair - Poor	21-17	Inadequate development of the topic, almost match to the purpose of recount text
	Very poor	16-13	Does not relate to the topic, does not match the purpose
Organization	Excellent – Very good	20-18	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	Good - Average	17-14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair - Poor	13-10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very poor	9-7	Does not communicate, no organization, not enough to evaluate.
Vocabulary	Excellent – Very good	20-18	Use effective word/ word choice/word usage, word form mastery.
	Good - Average	17-14	Occasional errors of word form, choice, usage but meaning not obscured
	Fair - Poor	13-10	Frequent errors of word form, choice, usage and meaning obscured/ confused

	Very Poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
Language use	Excellent – Very good	25-22	Few errors of agreement, tense, and word order
	Good - Average	21-18	Several errors of agreement, tense, and word order
	Fair - Poor	17-11	Frequent errors and meaning obscured.
	Very Poor	10-5	Dominated by error, does not communicate, not enough to evaluate
Mechanics	Excellent – Very good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.
	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.
	Very Poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication.

Yogyakarta, February 2014

The English teacher

The researcher



Rokhimah Fitriyati, S.Pd.
NIP. 19680125 200501 2 004



Nofi Yulianti
NIM. 10202244085

LESSON PLAN

02

School : SMA N 1 Ngemplak
Class : X (Ten)
Semester : 1 (Two)
Course : English
Topic : Unforgettable Days
Skill : Writing
Time Allotment : 4x45 minutes (2 Meetings)

A. Standard of Competence

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Basic Competence

- 6.2 Mengungkapkan makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indicators

The students are able to:

1. make sentences using past tense
2. use conjunctions in composing texts
3. use past tense in recounting events

4. write a story based on a comic strip
5. write a diary of personal experiences

D. Objectives

At the end of the lesson, students are expected to write a diary of their personal experiences.

E. Learning Materials

Coordinating conjunction (menggabungkan subject, predikat, objek, keterangan, pelengkap)

- **Menggabungkan dan mensejajarkan (Cumulative)**

And (dan)	Shinta and Reza went to the market for some vegetables.
As well as (dan juga)	Shinta went to the market for some vegetables as well as Reza.
Both...and... (baik...dan...)	Both Shinta and Reza went to the market for some vegetables.

- **Menggabungkan dengan menunjukkan pertentangan (Aversative)**

But (tetapi)	Reza went to the market for some vegetables but Shinta didn't it.
Not only...but also... (tidak hanya ... tetapi juga ...)	Shinta and Reza went to the market not only for some vegetables but also for some fruits.
Though (meskipun)	Though Shinta and Reza went to the market for some vegetables, they only took a walk.
Although (walaupun)	Although Shinta and Reza went to the market for some vegetables, they still bought some fruits.

Subordinating conjunction (menghubungkan anak kalimat)

- **Menunjukkan waktu (Time)**

After	Shinta and Reza went to the market for some
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(setelah)	vegetables after breakfast.
Before (sebelum)	Shinta and Reza went to the market for some vegetables before their mother came.
When (saat, ketika)	Shinta went to the market when her mother was cooking.
During (selama)	Shinta went to the market for some vegetables during her mother was cooking.
As (pada saat)	Shinta went to the market for some vegetables as her mother was cooking.
Until (sampai/hingga)	Shinta and Reza went to the market for some vegetables until afternoon.
As soon as (segera setelah)	Shinta and Reza went to the market as soon as they finished their breakfast.
As long as (sepanjang)	Shinta and Reza kept talking as long as the way to the market.

F. Teaching Method

GBA (Genre Based Approach)

G. Teaching procedures

Meeting 1

1. Pre-teaching

- Greeting
- Praying
- Checking the attendance list

2. Whilst-teaching

Building Knowledge of the Field (BKoF)

- The students look some pictures and identify what the people did on the pictures. (*Task 1*)

Modeling of the Text (MoT)

- The students read an example of a recount text and identify the verbs in the past forms by making circles (as a model and a warming up activity). (*Task 2*)
- The students do a classroom game in which they are asked to write five verbs in a card and move it to their friends on their next sides to be completed by others. (*Task 3*)
- The students study the explanation of conjunctions and then they have to write a story based on the other friends' card in Task 3 by using appropriate conjunctions. (*Task 4*)

3. Post-teaching

- The students, together with the teacher, summarize and reflect on what they have learnt from the lesson.
- The students get feedback from the teacher.

Meeting 2

1. Pre-teaching

- Greeting
- Praying
- Checking the attendance list

2. Whilst-teaching

Join Construction of the Text (JCoT)

- The students develop a story based on a comic strip. (*Task 5*)

Independent Construction of the Text (ICoT)

- The students write their own story related to their past experience. (*Task 6*)

3. Post-teaching

- The students, together with the teacher, summarize and reflect on what they have learnt from the lesson.
- The students get feedback from the teacher.

H. Resources

Doddy, Achmad., Sugeng, Ahmad., and Effendy. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Pramesti, Maria., Pramono, S. Wirawan., and Suhermawan. 2008. *English for SMK 1: untuk SMK Kelas X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

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I. Assessment

Writing Scoring Rubric (adapted from Jacobs, 1981)

Aspect	Level	Score	Criteria
Content	Excellent – Very good	30-27	Relevant to the topic, give the detail information, and match the purpose of recount text
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Organization	Excellent – Very good	20-18	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	Good - Average	17-14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair - Poor	13-10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very poor	9-7	Does not communicate, no organization, not enough to evaluate.
	Excellent – Very good	20-18	Use effective word/ word choice/word usage, word form

Vocabulary			mastery.
	Good - Average	17-14	Occasional errors of word form, choice, usage but meaning not obscured
	Fair - Poor	13-10	Frequent errors of word form, choice, usage and meaning obscured/ confused
	Very Poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
Language use	Excellent – Very good	25-22	Few errors of agreement, tense, and word order
	Good - Average	21-18	Several errors of agreement, tense, and word order
	Fair - Poor	17-11	Frequent errors and meaning obscured.
	Very Poor	10-5	Dominated by error, does not communicate, not enough to evaluate
Mechanics	Excellent – Very good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.
	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.
	Very Poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication.

The English teacher



Rokhimah Fitriyati, S.Pd.
NIP. 19680125 200501 2 004

The researcher



Nofi Yulianti
NIM. 10202244085

APPENDIX 6

Materials and Worksheets

Teaching Materials

"Dear Diary"

Task 1

Look at the pictures bellow and answer the following questions. You may discuss with your partners.

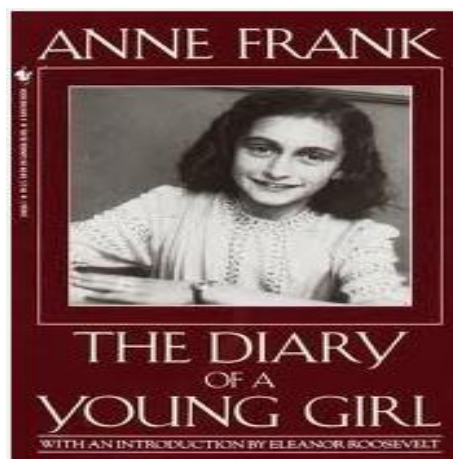


Questions

1. What are the pictures about?
2. Do you have a diary?
3. What do usually people write on it?
4. Have you ever written your past experience in a diary?
5. If yes, what is it about?

Task 2

Look at the picture. Do you know the story of the following picture?



Task 3

In pairs, read and study the peaces of a diary below. Identify the structure and the language use of the text.

March, 28th 2008
08.00 p.m.

This morning Andika called me. I was surprised. I wondered from whom he got my cell phone number. Confuse. Happy. Speechless. My heart beat faster when I heard his voice.

Lovely

Luna

Dear Diary,

20th June

I've been dying to tell you what happened today! I suppose this is the best day of my life so far!

Guess what... Robin came away from his friends when I entered the hall at Susan's birthday party, and walked straight to me. I was so nervous that I began sweating. I pretended not to notice him coming, of course. Tania and Sheela pinched me from both sides, and just wouldn't LEAVE! I was really irritated, I tell you! But thankfully Robin looked at neither of them. He came straight to me, said 'Hi' and then guess what!!! He asked me for a DANCE!! Can you believe it!!! The school star footballer asking ME for a dance??? But I could have slapped myself just then, I tell you, dear diary! Instead of the low tone and husky voice that I carefully rehearsed for my words, I stammered and stuttered and actually tripped over my dress... but thankfully he didn't seem to notice.....

Task 4

Study an explanation below.

RECOUNT TEXT

Purpose: To tell the readers what happened in the past through a sequence of events.

Generic structure of recount text

- **Orientation:** Introductory paragraph that tells who, what, where, and when.
- **Sequence of events:** retell the event in the order they occur
- **Re-orientation (optional):** conclusion

Language features

- Past tense
- Time conjunctions

DIARY WRITING

Diary entry is a kind of recount text that belongs to personal recount.

the main features of diary writing:

- events in chronological order; points
- written in first person;
- use of past tense for most verbs;
- use of paragraphs for changes of time, event and action

Task 5

In pairs, read and indentify the texts below.

My Day



I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forget to wear socks.

Next, I ran out of the house trying to get the 09.30 bus, but of course I missed it. I wanted to take a taxi but, I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Taken from: Ready to Write, 2003.

Blind Date

The phone call

Her story

Doni got my name from a friend. He telephoned me and invited me to see a film and I accepted. However I explained that it was time for my piano practice, he started talking about himself, and there was no stopping him. I couldn't have got in a word edgewise even if I had wanted to.

His story

Maya is a friend of Galih. He told me that she was really pretty and had a lovely personality, so I rang her and asked her for a date. I was delighted when she agreed but it was really difficult talking to her. She wouldn't say a word. I had to carry on the whole conversation myself.

The arrival

Her story

When he came to pick me up, I was getting ready. When I came to the door and saw the ridiculous outfit he was wearing, I almost died of embarrassment. Then he suggested that we took a bus. I didn't know where to look.

His story

I got there on time. Her Mom answered the door and asked me what I wanted. I explained that I was Maya's date. I think she was impressed by my suit, and you should have seen Maya's face when she first came to the door! As we walked to the bus stop she grumbled that Galih always took her out by car. I told her she looked lovely!



The movie

Her story

He laughed so loudly that everybody turned round to look at us. I whispered 'be quiet' several times but it had no effect. He also made a loud noise eating his popcorn. I wanted to crawl into a hole.

His story

She was a real bore. The film was very funny, but she kept muttering throughout. She refused everything that I offered her.

The meal

Her story

He took me to a cafe, and insisted on ordering a whole meal for me. It was awful. I wasn't even hungry.

His story

She let me order the most expensive dish on the menu and she didn't even touch a bite. She explained that she was still full from lunch, but I think she wanted to go somewhere more expensive. She's a real snob.

The future

Her story

Would I go out with him again? You must be joking. I never want to see him again. He was so insensitive.

His story

I would never call her again. She behaved terribly, and never apologized. One date with her was more than enough.

Adapted from New Horizons in English 4, 2002

Task 6

Study the following pictures.

Now



I play the guitar in my band.

Two years ago



I played the keyboard in my band.

Now



I am a Senior High School student.

Two years ago



I was a Junior High School student.

Now



I join the *pencak silat* club.

Two years ago



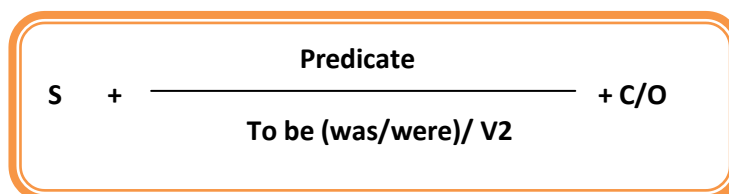
I joined the football club.

Task 7

Study the explanation below and do the following exercises.

Past Tense

Simple Past Tense



➡ To talk about activities which began and ended in the past time.

Examples:

- I joined the school basket ball team last semester.
- Two months ago, my team won the big match basket ball competition.
- It was my biggest competition.
- I was so happy to be given a trophy.
- I was not ready for this.

Past Continuous Tense



➡ To express activities which were going on in the past or in progress in the past.

Examples:

- I was studying English when Ann came.
- Carol was taking a bath when the bell rang.
- My parents were not staying at home when my uncle came.

Fill in the blanks with correct verb forms. Look at the example.

<i>go</i>	attend	take	win	accompany	spend
-----------	--------	------	-----	-----------	-------

1. Faizal went to Jakarta last year.
2. Andrew _____ his brother to the airport yesterday.
3. Tantri _____ much money in her holiday last month.
4. Lucy _____ me to go to travel agent three days ago.
5. Last holiday, Laila _____ an English course.
6. Two days ago, Elizabeth _____ the free ticket to *Trans Studio Bandung*.

Task 8

In group of four, arrange the jumbled words below into meaningful sentences and stick them into the provided paper.

1. called Boby me Last night
2. to play invited futsal He me Sunday next
3. invitatio refused because his appointment I an had
4. the homework Rudi to do promised I with
5. was refusing for invitation I sorry

Task 9

Make five sentences in the form of simple past tense and past continuous tense.

Simple Past Tense

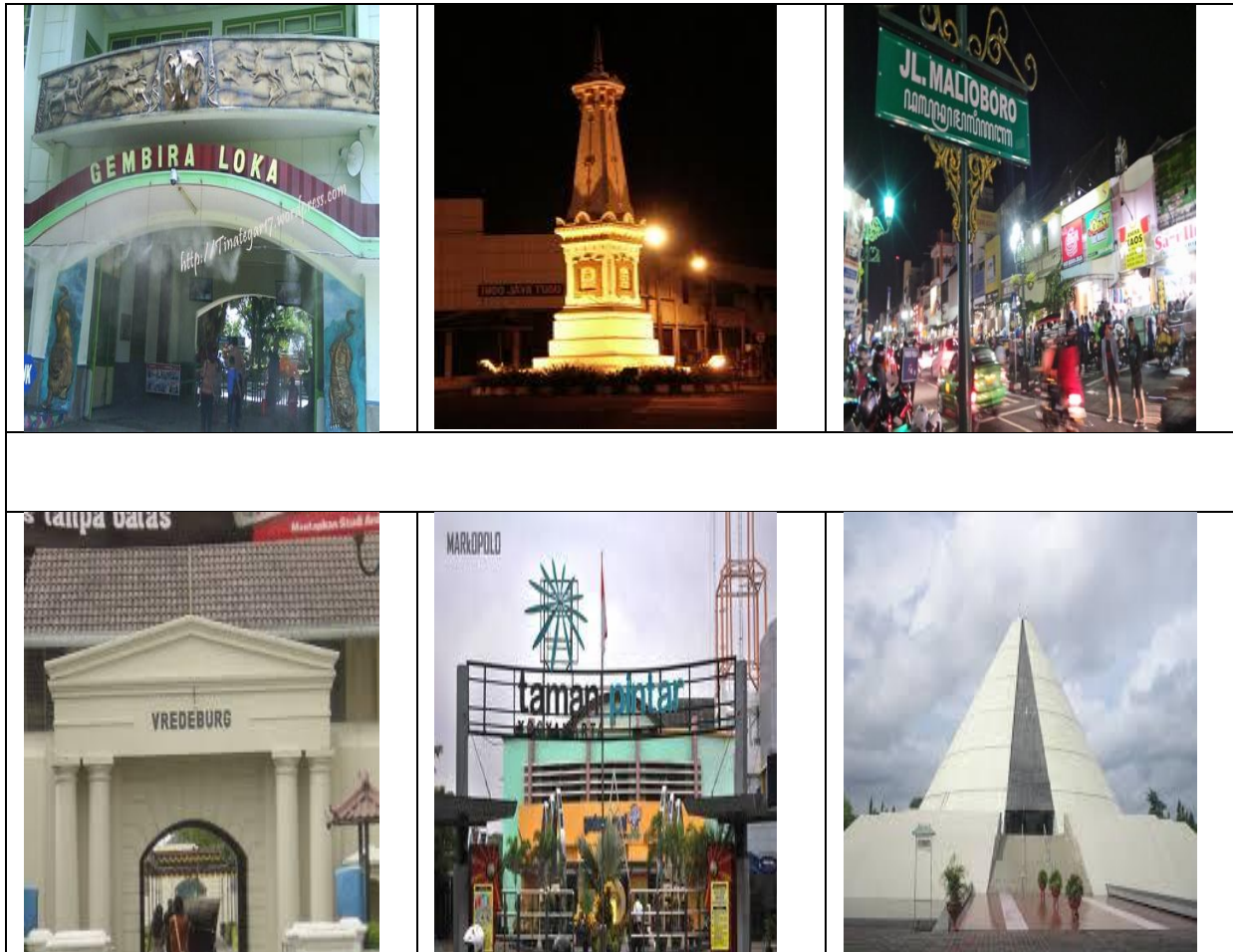
1. _____
2. _____
3. _____
4. _____
5. _____

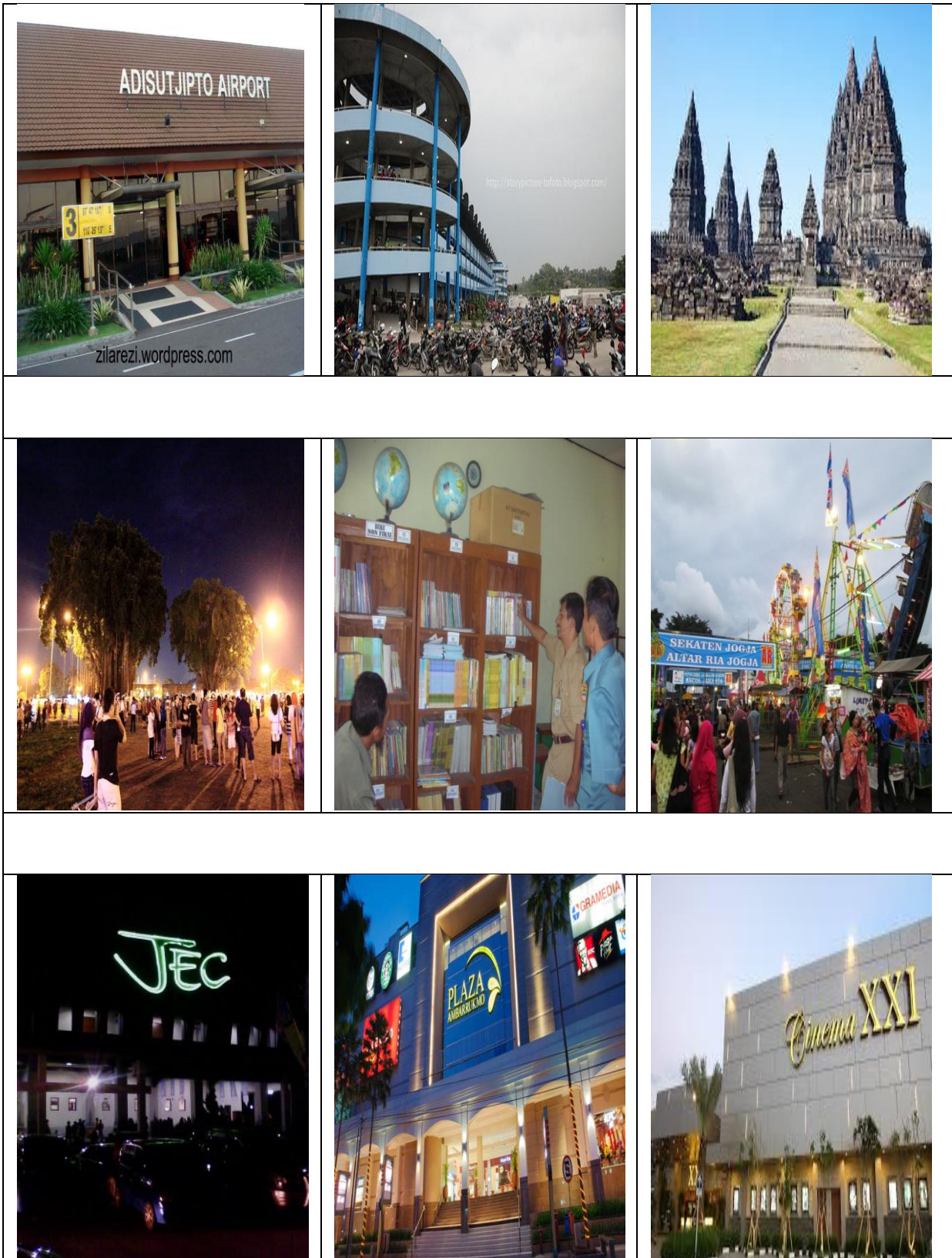
Past Continuous Tense

1. _____
2. _____
3. _____
4. _____
5. _____

Task 10

In a group of six, take an envelop containing three pictures. Now, pretend that you have been visiting those places in the picture, and then make three sentences of each picture which told you activities you did in those places without mentioning the name of the places. The other groups should guess which places that you meant.





Task 11

Individually, write any of your write personal experience on your diary. Do it regularly.

A yellow notepad with a dashed border and ten binder holes on the left side. It has a horizontal line for a date at the top and ten horizontal lines for writing.

Teaching Materials

"Unforgettable Days"

Task 1

Identify the following pictures and write what the people did on yesterday in the provided boxes.



Task 2

Read the text carefully and circle all the verbs in the past tense.

Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.



Picture: bp.blogspot.com

Text by Agus Molgana

Adapted from: *Developing English Competencies: for Senior High School (SMA/MA) Grade X*

Task 3

A Classroom game. To conduct the game, please follow the instructions below.

- Write five different verbs in the provided cards.
- Move your card to your friends in your left for five times. Then you will get your friends card. On your friends' card change the verbs into the past form.
- Move the cards again for five times. The next task is that you have to guess the meaning of your friends' verbs and write on it.
- Move the cards again and the next task is that you have to make a sentence of your friends' word. Move it again until all the five verbs have been completed.

Write five different verbs here.

Task 4

Study an explanation below. Then make a short recount text using verbs in the card and do not forget to use appropriate conjunctions.

Conjunctions

Conjunctions are used to join some relevant sentences.

Coordinating conjunction (menggabungkan subject, predikat, objek, keterangan, pelengkap)

- **Menggabungkan dan mensejajarkan (Cumulative)**

And (dan)	Shinta and Reza went to the market for some vegetables.
As well as (dan juga)	Shinta went to the market for some vegetables as well as Reza.
Both...and... (baik...dan...)	Both Shinta and Reza went to the market for some vegetables.

- **Menggabungkan dengan menunjukkan pertentangan (Aversative)**

But (tetapi)	Reza went to the market for some vegetables but Shinta didn't it.
Not only...but also... (tidak hanya ... tetapi juga ...)	Shinta and Reza went to the market not only for some vegetables but also for some fruits.
Though (meskipun)	Though Shinta and Reza went to the market for some vegetables, they only took a walk.
Although (walaupun)	Although Shinta and Reza went to the market for some vegetables, they still bought some fruits.

Subordinating conjunction (menghubungkan anak kalimat)

- **Menunjukkan waktu (Time)**

After (setelah)	Shinta and Reza went to the market for some vegetables after breakfast.
Before (sebelum)	Shinta and Reza went to the market for some vegetables before their mother came.
When (saat, ketika)	Shinta went to the market when her mother was cooking.
During (selama)	Shinta went to the market for some vegetables during her mother was cooking.
As (pada saat)	Shinta went to the market for some vegetables as her mother was cooking.
Until (sampai/hingga)	Shinta and Reza went to the market for some vegetables until afternoon.
As soon as (segera setelah)	Shinta and Reza went to the market as soon as they finished their breakfast.
As long as (sepanjang)	Shinta and Reza kept talking as long as the way to the market.

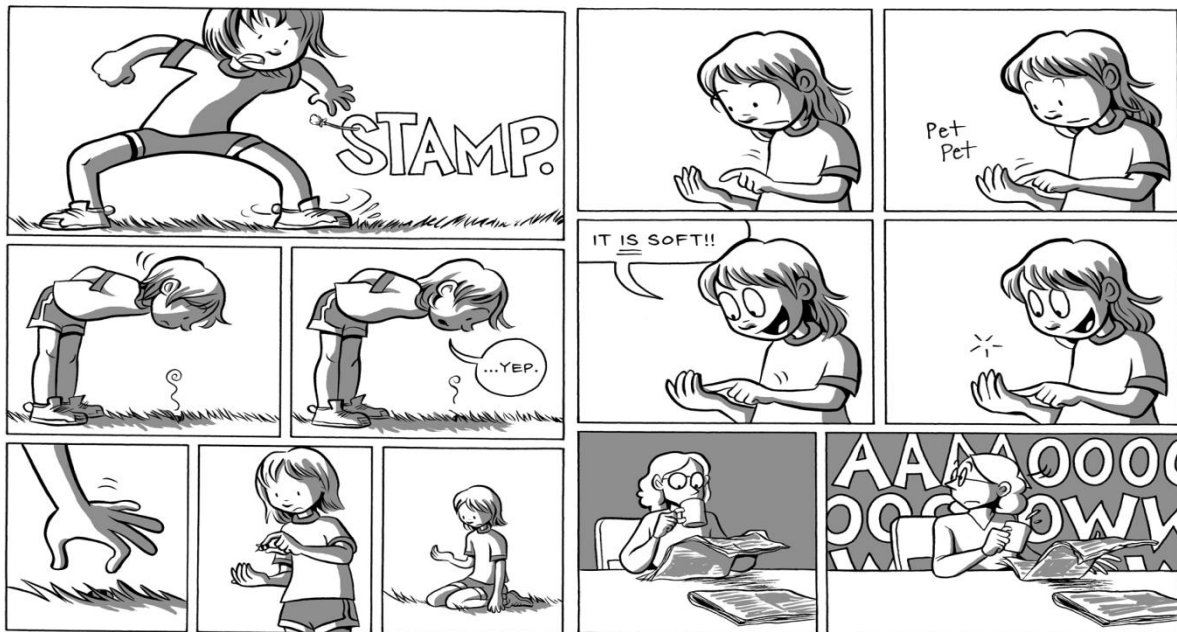
A blank yellow notepad with a dashed orange border on the left and top edges. The notepad has ten circular punch holes along the left edge. It features a single horizontal line at the top, followed by a blank space, and then ten sets of horizontal lines for writing.

Task 5

In pairs, develop a story based on the following comic strip.

IN WHICH YOUNG RAINA LEARNS A LESSON.
©2010 RAINA TELGEMEIER





Write your story here.

A yellow notepad with a dashed orange border and ten binder holes on the left. It features a single line at the top and ten sets of three horizontal lines for writing.

Task 6

Have you ever do something wrong or being rude to someone? If so, tell how you behaved badly to that person in the box provided. Use the following guideline.

the rude behaviour /bad things:

- (a) who I was rude to / I did bad things to.
- (b) when the rude behaviour / bad things happened.
- (c) what the rude behaviour / bad things I did.

[illegible]

APPENDIX 7

Students' Pre- and Post-test

PRE-TEST

Name : fajar

Class/Student number : Xd /10

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: 06 Februari 2014

Last month, I and my friend went to Sarini's home. We went ^{there} by motorcycle. We ~~will~~ ^{V₂} borrow ~~high~~ (her) flashdisk. ^{to + V₁} to ~~did~~ homework. After ~~our~~ homework finished, we went ~~to~~ home. When we at road and because ^{of} rain, our motorcycle ~~fall~~ ^{was} short of because the road ^{was} slippery. Finally, we ~~hasten~~ ^{V₁} to ~~forming~~ our motorcycle and went ~~to~~ back home.

Content	19	18
Organization	14	13
Vocabulary	12	14
Language use	11	11
Mechanics	<u>4</u>	<u>4</u>
	60	60

*****Good Luck*****

POST TEST

Name : Fajar
 Class/Student number : xd /10

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: April, 9th 2014.

Last ^{Sp}wednesday, my friends and I went ^{to} cycling to Sewu Temple. We began at 6.00 am. and arrived at 6.45 a.m. [?]Moment there, we [?]traveling to [?]enjoyed [?]cool [?]athmosphere. Because there [?]athmosphere [?]very cool. we forgot [?]time and [?]direct enjoyed our traveling. But, because we [?]began tired to [?]traveling, we [?]decided to back to home. We [?]quickly [?]as [?]an [?]oar [?]or [?]pedal very fast [?]in order [?]that we began hungry.

Content	24	24
Organization	18	17
Vocabulary	17	16
Language use	18	17
Mechanics	4	4
	81	78

*****Good Luck*****

PRE-TEST

Name : Novita Nur Afifa

Class/Student number : 20 / 16

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: 6th February 2014

To day, I ^{V₂}feel not very well. My day ^{V₂}is boring. Not (Nothing) something. ^{V₂}is special. After ended with you, I'm not ^{V₂}feel regret. Now I like some one. He is very handsome, and very ^{V₂}specially in my heart. But he ^{V₂}do know about that. When I ^{V₂}see you, he ^{V₂}look so sad. Maybe he ^{V₂}had ⁽⁹⁾some thing ^{problem (3)}trouble. When you know about that ?? I wish you like me too But ^{V₂}what ever, I ^{V₂}happy with my friend.

Content	19	19
Organization	13	13
Vocabulary	11	12
Language use	11	11
Mechanics	<u>4</u>	<u>4</u>
	58	59

*****Good Luck*****

POST TEST

Name : Novita Nur Afifa

Class/Student number : XD / 16

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: 11th April 2019

To day , I met some problem with my teacher. My friend and I wrote some words that made him angry. We are sorry about it. We ask for pardon with him. But it is hard to not forgive that mistake. We try again. Finally him forgive that mistake. We ask thank you with him. We no to repeat again. We promise. Thank you my teacher. We always love you.

Content	23	22
Organization	17	17
Vocabulary	15	14
Language use	17	17
Mechanics	4	4
	76	74

*****Good Luck*****

PRE-TEST

Name : Rahayu Khusnul K

Class/Student number : XD / 20.

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: Thursday, 6th February 2019.

Last Idul Fitri holiday, I ^{v₂}am very very sad. Because my father didn't go home. I ^{v₂}am ^{v₂}try to not cry. But, I ^{finally}~~from~~ ^{v₂}cry.

When ^{v₂}my father ^{v₂}telephone me, I ^{v₂}am very very bewildered,

Because I ^{v₂}don't know what to say.

I ^{v₂}try to smile. And I hope the disappointed ^{did not come} ^{W W} ^Gnot again released in the next Idul Fitri holiday.

☺

Content 18 18

Organization 14 13

Vocabulary 13 13

Language use 12 12

Mechanics 4 4

61

60

*****Good Luck*****

POST TEST

Name : Rahayu Khusnul ←

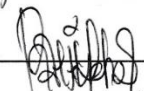
Class/Student number : XD / 20.

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: Friday, April 11th 2014

Yesterday, I helped my mother to cook. My mother order me to make ^[T]dough. The dough will used to cooked "Tempe". I was ^[P]so happy because I could help my mother to cook. Not as like usually, I not helped my mother. After we finish cooked my mother took a bath. When my mother took a bath, I served food for dinner together. After my mother finished to take a bath, we ready to dinner. My mother ^[V]happy ^[T]looked me, because I could help her. I was happy if I looked my mother ^[V]happy.

I love you my mother ^[T]

Content	24	24	Your'e love  (Rahayu Khusnul-f)
Organization	18	18	
Vocabulary	18	18	
Language use	16	16	
Mechanics	5	5	
	81	81	

*****Good Luck*****

PRE-TEST

Name : Theresia Novita

Class/Student number : XD / 28

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: Thursday, 6th February 2014

Yesterday ^{V₂} is ^{V₂} very funny day ^{V₂} (because) I ^{V₂} look my friends ^{V₂} slip and fell down in ^{the} footsal area. I ^{V₂} and all friends ^{V₂} laugh. We ^{V₂} try help my friend ^{to wake} wake up. My friend ^{V₂} slip because ^{the} footsal area ^{was} is slippery. After my friend ^{V₂} get up. Other my friend fell down again, but we ^{V₂} continue playing footsal. I ^{V₂} look at all my friend fell down all. And reach didn't not to say. After we ^{V₂} playing ^{for a long time,} footsal enough long, We break and after that ^{V₂} go (to) home. I ^{V₂} arrive in my home. I ^{V₂} very shock because my father ^{bought} bought me ^a new dog. He is ^{V₂} (very) funny and I ^{V₂} have name for my dog Boni. He is ^{V₂} dog very strong, funny, and fat.

You should use past tense.

Content	21	21
Organization	14	14
Vocabulary	13	15
Language use	11	9
Mechanics	4	4

63

63

*****Good Luck*****

POST TEST

Name : Theresia Novita

Class/Student number : XD / 28 27

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: Friday, April 11th 2014

Yesterday, I was sad, because I didn't have money for dance training. We danced for dance competition on May, 14th 2014

[] Dance competition was held for futsal. I was confused for getting money. I thought for taking my ATM. Before I went to coach dance, I came to ATIN to take money. After that I went to coach dance with my friend.

Content	26	25
Organization	18	17
Vocabulary	17	17
Language use	20	20
Mechanics	<u>4</u>	<u>4</u>
	85	83

Lovley,



Vita

*****Good Luck*****

PRE-TEST

Name : Stehanus Jelang A.P.

Class/Student number : XD/27.

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: Thursday /6-2-2014

one day, I ^{feel} very tired because ^{of} many of the activities I ^{do} in school. But the tired a little lost because I played basketball with my ^{team}. I ^{think} ~~last~~ playing basketball ^{is} fun! because you can have a many friends, healthy body, ^{and} even you can be like ^{by} many women. When I ^{finish} playing basketball and I ^{go} to home, but on the way I ^{see} a beautiful girl. And I ^{feel} very happy.

Jumping
ideas

Content	17	17
Organization	13	10
Vocabulary	13	14
Language use	11	11
Mechanics	<u>3</u>	<u>3</u>
	57	55

*****Good Luck*****

POST TEST

Name : Stefanus Jelang A. P.

Class/Student number : X0/27

Write a diary about your activity yesterday. Do not forget to tell how you felt about it.

Date: Sumat / 11-4-2014

Yesterday I felt tired, cause I have many activities I do. After school I went to hall for paskibolka selection. This selection finished at 16.00 pm. After I finished paskibolka selection, I immediately went to home and prepared to playing basketball with my friends. My tired lost when I played basketball with my friends. After I finished playing basketball I went to home and take a bath. I felt very happy about today, because I can played together with my friends. Even I felt tired. But I didn't forget about my activities today.

Content	27	27
Organization	18	18
Vocabulary	18	18
Language use	21	19
Mechanics	5	5
	89	87

*****Good Luck*****

APPENDIX 8

Students' Writing Scores

**WRITING SCORE OF GRADE X D STUDENTS OF SMA N 1 NGEMPLAK
IN THE ACADEMIC YEAR 2013/2014**

Rater 1 : Nofi Yulianti (The researcher)

No.	Name	The Pre-test					
		TOTAL SCORE	C	O	V	L.U	M
1.	AL. GONSAGA DWI PURNAMA P*	74	23	17	13	17	4
2.	ANGGI JADMIKO	53	18	13	10	8	4
3.	ANGGRA BELLA MUHAFILLAH	38	13	9	7	5	4
4.	ARI MUSLIKHAH	50	17	11	9	10	3
5.	AYU ASTARI	42	13	8	9	9	3
6.	BAGUS AFRIZAM RIZKY	62	18	16	12	13	3
7.	DELFIY BULAN ROSALIA*	64	19	15	15	11	4
8.	ERVANTONA PANDU MAHARDIKA	61	17	15	11	15	3
9.	FAHRIZAL VESDIYANTO	34	13	7	7	5	2
10.	FAJAR	60	19	14	12	11	4
11.	IGN. WAHYU CANDRA ATITUS*	55	17	15	10	11	2
12.	MARYA NATALIA DWI WIDYANTI*	58	21	14	10	10	3
13.	MELLIANANDA DWI ASTARINI*	36	13	9	7	5	3
14.	MITA WULANSARI	46	15	10	10	9	2
15.	MUHAMMAD FAHMI SYAEFUDIN	49	18	11	10	8	2
16.	NOVITA NUR AFIFA	58	19	13	11	11	4
17.	PATRECIA MENTARI SHIELLA P*	36	13	9	7	5	2
18.	PRISCA AYU ANGGRAENI	66	21	16	12	13	4
19.	RAHAYU KHUSNUL KHOTIMAH	61	18	14	13	12	4
20.	RENI SAPUTRI	56	20	12	11	10	3
21.	RIZKI HERMINAWATI	65	22	16	13	11	3
22.	ROBBI FATHKU ARZAKI	58	17	13	12	13	3
23.	SARINI PAHWATI	45	16	9	9	8	3
24.	SATRIO WAHYU PRATAMA	68	21	15	16	13	3
25.	STEFANUS DANY HERMAWAN*	55	18	13	10	10	3
26.	STEFANUS JELANG ALAM P*	57	17	13	13	11	3
27.	THERESIA NOVITA*	63	21	14	13	11	4
28.	WINDA ISMIYATUN	40	13	9	7	7	4
29.	YEHEZKIEL VIKO PRATAMA*	37	13	9	7	5	3
30.	YESI MALINDA	58	20	14	10	11	3
31.	ZULFA VIRGINIA AZLIN	61	22	13	11	11	4

Note:

C: Content

O: Organization

V: Vocabulary

L.U: Language Use

M: Mechanics

No.	Name	The Progress Test					
		TOTAL SCORE	C	O	V	L.U	M
1.	AL. GONSAGA DWI PURNAMA P*	69	22	17	12	14	4
2.	ANGGI JADMIKO	67	22	15	13	12	5
3.	ANGGRA BELLA MUHAFILLAH	63	20	14	12	13	4
4.	ARI MUSLIKHAH	54	18	11	10	11	4
5.	AYU ASTARI	76	26	16	14	17	3
6.	BAGUS AFRIZAM RIZKY	88	27	18	18	20	5
7.	DELFIY BULAN ROSALIA*	74	20	16	16	18	4
8.	ERVANTONA PANDU MAHARDIKA	80	22	18	19	18	3
9.	FAHRIZAL VESDIYANTO	58	19	13	10	13	3
10.	FAJAR	74	22	16	15	17	4
11.	IGN. WAHYU CANDRA ATITUS*	64	21	14	13	13	3
12.	MARYA NATALIA DWI WIDYANTI*	60	21	15	11	10	3
13.	MELLIANANDA DWI ASTARINI*	66	22	16	13	12	3
14.	MITA WULANSARI	51	17	11	10	11	2
15.	MUHAMMAD FAHMI SYAEFUDIN	41	15	9	7	7	3
16.	NOVITA NUR AFIFA	74	23	16	14	17	4
17.	PATRECIA MENTARI SHIELLA P*	55	18	12	11	11	3
18.	PRISCA AYU ANGGRAENI	85	26	17	18	19	5
19.	RAHAYU KHUSNUL KHOTIMAH	67	20	15	13	15	4
20.	RENI SAPUTRI	65	22	15	12	12	4
21.	RIZKI HERMINAWATI	76	24	17	16	15	4
22.	ROBBI FATHKU ARZAKI	41	15	6	9	7	4
23.	SARINI PAHWATI	56	20	12	11	11	3
24.	SATRIO WAHYU PRATAMA	74	23	15	17	16	3
25.	STEFANUS DANY HERMAWAN*	57	19	13	12	10	3
26.	STEFANUS JELANG ALAM P*	67	20	15	13	15	4
27.	THERESIA NOVITA*	80	25	17	16	18	4
28.	WINDA ISMIYATUN	46	16	10	9	7	4
29.	YEHEZKIEL VIKO PRATAMA*	50	16	11	10	10	3
30.	YESI MALINDA	67	22	16	12	14	3
31.	ZULFA VIRGINIA AZLIN	65	21	15	13	12	4

Note:

C: Content O: Organization V: Vocabulary L.U: Language Use M: Mechanics

No.	Name	The Post-test					
		TOTAL SCORE	C	O	V	L.U	M
1.	AL. GONSAGA DWI PURNAMA P*	73	23	17	13	16	4
2.	ANGGI JADMIKO	75	23	16	14	17	5
3.	ANGGRA BELLA MUHAFILLAH	71	21	15	15	15	5
4.	ARI MUSLIKHAH	64	19	14	13	14	4
5.	AYU ASTARI	58	21	13	9	10	5
6.	BAGUS AFRIZAM RIZKY	88	27	18	18	20	5
7.	DELFIY BULAN ROSALIA*	82	24	18	18	18	4
8.	ERVANTONA PANDU MAHARDIKA	82	23	19	18	18	4
9.	FAHRIZAL VESDIYANTO	58	19	13	11	12	3
10.	FAJAR	81	24	18	17	18	4
11.	IGN. WAHYU CANDRA ATITUS*	68	22	15	13	15	3
12.	MARYA NATALIA DWI WIDYANTI*	64	21	16	12	12	3
13.	MELLIANANDA DWI ASTARINI*	70	22	16	15	14	3
14.	MITA WULANSARI	70	19	14	13	11	3
15.	MUHAMMAD FAHMI SYAEFUDIN	61	20	13	12	12	4
16.	NOVITA NUR AFIFA	76	23	17	15	17	4
17.	PATRECIA MENTARI SHIELLA P*	62	19	14	13	13	3
18.	PRISCA AYU ANGGRAENI	86	26	18	18	19	5
19.	RAHAYU KHUSNUL KHOTIMAH	81	24	18	18	16	5
20.	RENI SAPUTRI	66	22	16	12	12	4
21.	RIZKI HERMINAWATI	82	24	18	18	18	4
22.	ROBBI FATHKU ARZAKI	66	20	15	13	14	4
23.	SARINI PAHWATI	61	20	13	12	13	3
24.	SATRIO WAHYU PRATAMA	76	24	16	17	15	4
25.	STEFANUS DANY HERMAWAN*	72	22	15	15	14	4
26.	STEFANUS JELANG ALAM P*	89	27	18	18	21	5
27.	THERESIA NOVITA*	85	26	18	17	20	4
28.	WINDA ISMIYATUN	72	21	16	14	16	5
29.	YEHEZKIEL VIKO PRATAMA*	52	18	11	10	10	3
30.	YESI MALINDA	70	22	16	13	15	4
31.	ZULFA VIRGINIA AZLIN	72	23	19	13	13	4

Note:

C: Content

O: Organization

V: Vocabulary

L.U: Language Use

M: Mechanics

Rater 2 : Dwi Annisa Rachmawati (The Collaborator)

No.	Name	The Pre-test					
		TOTAL SCORE	C	O	V	L.U	M
1.	AL. GONSAGA DWI PURNAMA P*	74	23	17	13	17	4
2.	ANGGI JADMIKO	49	15	12	10	8	4
3.	ANGGRA BELLA MUHAFILLAH	38	13	9	7	5	4
4.	ARI MUSLIKHAH	47	15	10	9	10	3
5.	AYU ASTARI	40	13	7	9	8	3
6.	BAGUS AFRIZAM RIZKY	62	18	16	13	12	3
7.	DELFIY BULAN ROSALIA*	64	19	15	15	11	4
8.	ERVANTONA PANDU MAHARDIKA	62	17	14	13	15	3
9.	FAHRIZAL VESDIYANTO	35	13	7	7	6	2
10.	FAJAR	60	18	13	14	11	4
11.	IGN. WAHYU CANDRA ATITUS*	55	17	14	12	11	2
12.	MARYA NATALIA DWI WIDYANTI*	59	22	14	10	10	3
13.	MELLIANANDA DWI ASTARINI*	36	13	9	7	5	3
14.	MITA WULANSARI	46	15	10	10	9	2
15.	MUHAMMAD FAHMI SYAEFUDIN	48	17	11	10	8	2
16.	NOVITA NUR AFIFA	59	19	13	12	11	4
17.	PATRECIA MENTARI SHIELLA P*	35	13	8	7	5	2
18.	PRISCA AYU ANGGRAENI	63	21	14	12	12	4
19.	RAHAYU KHUSNUL KHOTIMAH	60	18	13	13	12	4
20.	RENI SAPUTRI	53	18	10	12	10	3
21.	RIZKI HERMINAWATI	66	22	16	14	10	4
22.	ROBBI FATHKU ARZAKI	57	17	13	13	11	3
23.	SARINI PAHWATI	47	16	11	9	8	3
24.	SATRIO WAHYU PRATAMA	65	21	14	17	10	3
25.	STEFANUS DANY HERMAWAN*	55	18	13	10	10	3
26.	STEFANUS JELANG ALAM P*	57	17	10	14	11	3
27.	THERESIA NOVITA*	63	21	14	15	9	4
28.	WINDA ISMIYATUN	40	13	9	7	7	4
29.	YEHEZKIEL VIKO PRATAMA*	37	13	9	7	5	3
30.	YESI MALINDA	59	20	14	11	11	3
31.	ZULFA VIRGINIA AZLIN	63	22	14	12	11	4

Note:

C: Content

O: Organization

V: Vocabulary

L.U: Language Use

M: Mechanics

No.	Name	The Progress Test					
		TOTAL SCORE	C	O	V	L.U	M
1.	AL. GONSAGA DWI PURNAMA P*	69	22	17	12	14	4
2.	ANGGI JADMIKO	63	21	13	13	12	4
3.	ANGGRA BELLA MUHAFILLAH	61	20	13	12	13	4
4.	ARI MUSLIKHAH	52	16	10	11	11	4
5.	AYU ASTARI	72	24	15	14	16	3
6.	BAGUS AFRIZAM RIZKY	84	26	18	17	18	5
7.	DELFIY BULAN ROSALIA*	73	20	15	16	18	4
8.	ERVANTONA PANDU MAHARDIKA	77	21	17	18	18	3
9.	FAHRIZAL VESDIYANTO	56	18	12	10	13	3
10.	FAJAR	73	22	16	15	16	4
11.	IGN. WAHYU CANDRA ATITUS*	64	21	14	13	13	3
12.	MARYA NATALIA DWI WIDYANTI*	59	20	15	11	10	3
13.	MELLIANANDA DWI ASTARINI*	66	21	16	13	13	3
14.	MITA WULANSARI	50	17	11	10	10	2
15.	MUHAMMAD FAHMI SYAEFUDIN	41	15	9	7	7	3
16.	NOVITA NUR AFIFA	74	23	16	14	17	4
17.	PATRECIA MENTARI SHIELLA P*	55	18	12	11	11	3
18.	PRISCA AYU ANGGRAENI	84	26	16	18	19	5
19.	RAHAYU KHUSNUL KHOTIMAH	67	20	15	13	15	4
20.	RENI SAPUTRI	65	22	15	12	12	4
21.	RIZKI HERMINAWATI	74	24	17	15	14	4
22.	ROBBI FATHKU ARZAKI	41	15	6	9	7	4
23.	SARINI PAHWATI	56	20	12	11	11	3
24.	SATRIO WAHYU PRATAMA	74	24	16	16	15	3
25.	STEFANUS DANY HERMAWAN*	55	18	12	12	10	3
26.	STEFANUS JELANG ALAM P*	65	19	15	13	14	4
27.	THERESIA NOVITA*	81	24	16	19	18	4
28.	WINDA ISMIYATUN	46	15	9	11	7	4
29.	YEHEZKIEL VIKO PRATAMA*	49	16	10	10	10	3
30.	YESI MALINDA	67	22	16	12	14	3
31.	ZULFA VIRGINIA AZLIN	67	21	16	14	12	4

Note:

C: Content O: Organization V: Vocabulary L.U: Language Use M: Mechanics

No.	Name	The Post-test					
		TOTAL SCORE	C	O	V	L.U	M
1.	AL. GONSAGA DWI PURNAMA P*	73	23	17	13	16	4
2.	ANGGI JADMIKO	75	23	15	14	18	5
3.	ANGGRA BELLA MUHAFILLAH	65	21	13	13	14	4
4.	ARI MUSLIKHAH	60	17	13	12	14	4
5.	AYU ASTARI	54	18	11	9	11	5
6.	BAGUS AFRIZAM RIZKY	76	21	14	18	18	5
7.	DELFIY BULAN ROSALIA*	81	24	18	17	18	4
8.	ERVANTONA PANDU MAHARDIKA	80	22	18	18	18	4
9.	FAHRIZAL VESDIYANTO	56	18	13	11	11	3
10.	FAJAR	78	24	17	16	17	4
11.	IGN. WAHYU CANDRA ATITUS*	65	22	14	12	14	3
12.	MARYA NATALIA DWI WIDYANTI*	61	20	15	11	12	3
13.	MELLIANANDA DWI ASTARINI*	69	22	15	15	14	3
14.	MITA WULANSARI	68	19	13	12	11	3
15.	MUHAMMAD FAHMI SYAEFUDIN	61	20	13	12	12	4
16.	NOVITA NUR AFIFA	74	22	17	14	17	4
17.	PATRECIA MENTARI SHIELLA P*	60	18	13	13	13	3
18.	PRISCA AYU ANGGRAENI	84	26	18	17	18	5
19.	RAHAYU KHUSNUL KHOTIMAH	81	24	18	18	16	5
20.	RENI SAPUTRI	66	22	16	12	12	4
21.	RIZKI HERMINAWATI	78	22	18	17	17	4
22.	ROBBI FATHKU ARZAKI	62	19	13	13	13	4
23.	SARINI PAHWATI	61	20	13	12	13	3
24.	SATRIO WAHYU PRATAMA	75	23	16	17	15	4
25.	STEFANUS DANY HERMAWAN*	72	22	15	15	14	4
26.	STEFANUS JELANG ALAM P*	87	27	18	18	19	5
27.	THERESIA NOVITA*	83	25	17	17	20	4
28.	WINDA ISMIYATUN	72	21	16	14	16	5
29.	YEHEZKIEL VIKO PRATAMA*	52	18	11	10	10	3
30.	YESI MALINDA	68	20	16	13	15	4
31.	ZULFA VIRGINIA AZLIN	70	21	19	13	13	4

Note:

C: Content

O: Organization

V: Vocabulary

L.U: Language Use

M: Mechanics

APPENDIX 9

Students' Works and Diaries

STUDENTS' WORKS OF JUMBLED WORDS

Bobby^① called^① me^① last night^① ✓
 He^② invited^② me^③ to play^③ futsal^③ next^② Sunday^②
 I^③ had^③ refused^③ his^③ invitation^③ because^③ I^③ an^③ appointment^③
 I^④ promised^④ to do^④ the homework^④ with^④ Rudi^④ ✓
 I^⑤ was^⑤ sorry^⑤ for^⑤ refusing^⑤ his^⑤ invitation^⑤ ✓
 Ayu astari
 Novita Nu

① Bobby^① called^① me^① last night^① ✓

② He^② invited^② me^② to play^② ✓

③ futsal^③ next^③ Sunday^③

④ I^④ had^④ an^④ invitation^④ because^④ I^④

refused^⑤ his^⑤ appointment^⑤ ✗

④ I^④ promised^④ with^④ Rudi^④ to do^④ the homework^④ ✓

⑤ sorry^⑤ I^⑤ was^⑤ refusing^⑤ for^⑤ his^⑤

invitation.^⑤ ✗

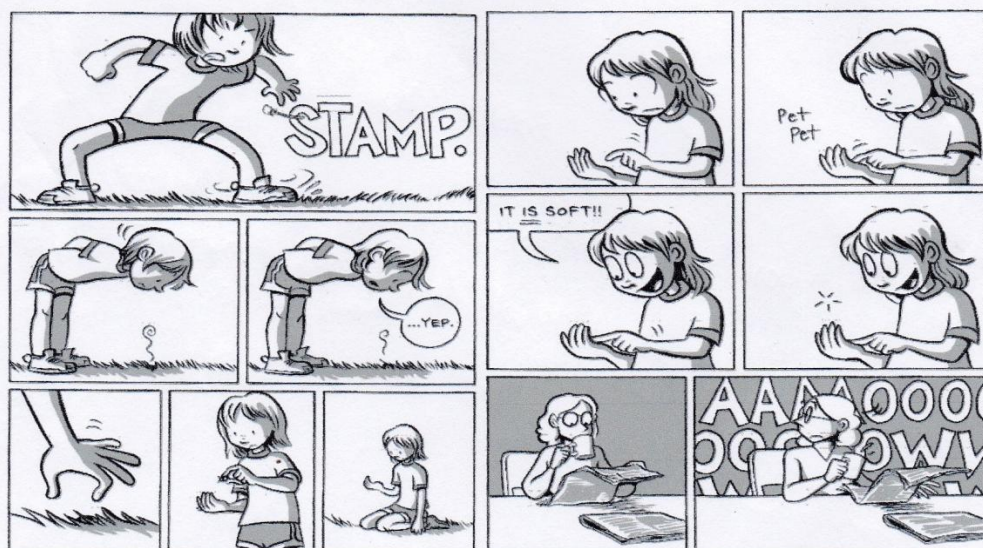
STUDENTS' WORKS OF DEVELOPING COMIC STRIPS

Rahayu Khusnul K (20/XD)
Theresia Novita (28/XD)

Task 6

In pairs, develop story based on the following comic strips.

IN WHICH YOUNG RAINA LEARNS A LESSON.
©2010 RAINA TELGEMEIER



Rahayu Khusnul K (x0/20)
Theresia Novita (x0/28)



Write your story here.

STUNG A BEE

Yesterday, I played in my garden. I ~~am~~ looked ww
beautiful flowers. When I look flower there was
a bee rush past me. ww

I remembered my childhood, when my friend looked and picked up a bee. My friend touched a bee and said "It's okay, look! It's soft!" but I run away!

I thought for approaching (a) bee and stamped (on) it. I stamped (a) bee and looked it. I thought (a) bee is dead and I pick it up.

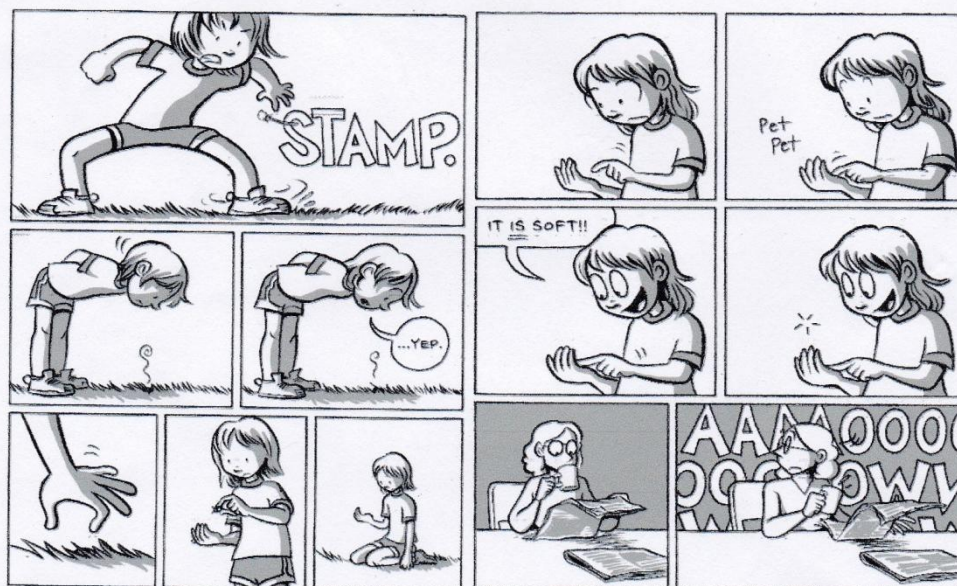
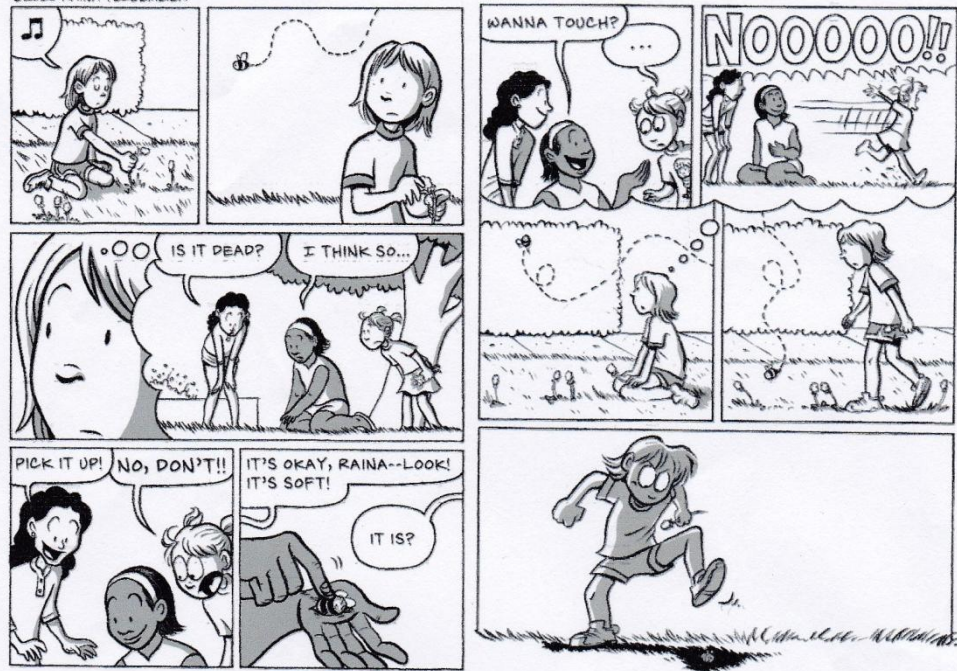
And, What's wrong? I stung the bee. I ran to home and shouted. My mother surprised and said "Honey what happen~~ed~~?", I only cried. And my mother said again "you killed the bee, and picked it up and stung yourself with the bee?!", but I only Silented because I don't know what to say.

Eruantona * Fajar

Task 6

In pairs, develop story based on the following comic strips.

IN WHICH YOUNG RAINA LEARNS A LESSON.
©2010 RAINA TELGEMBIER



Erventona * Fajar



Write your story here.

Stung a Bee.

One day, when I^(v) in a garden, I saw a bee flew on a flower. And then, I remember_v when My friends and I played a bee and we thought that bee is dead. However, because I^(v) afraid, I ran and went to home.

When I saw a bee perch on^(v) flower, I stamped that bee because ~~to~~ ^(s) want_v touch it. I hock when a bee stung my finger. I cried and ran went to home. I told that incident to my mother. But, strange _{ww} when my mother in fact captivated listened^{to} my story.

STUDENTS' WRITING OF RECOUNT TEXT

Nama = Satrio Wahyu P
No = 25 / XD

Task 7

Have you ever do something wrong or being rude to someone? If so, tell how you behaved badly to that person in the box provided. Use the following guideline.

the rude behaviour / bad things:

- (a) who I was rude to / I did bad things to.
- (b) when the rude behaviour / bad things happened.
- (c) what the rude behaviour / bad things I did.

My Rude behaviour

One day My Friend went to Canteen. But my Friend left his handphone. So I put that and hid that. Then my Friend back to class and want ^{v₂} to put his handphone. When he want to put the handphone he chocks cause his handphone ^{v₂} gone. So he ask to her Friends. "Do you know my handphone?" Friends answer "No". He look so Confused. So I in ^{ww} to my class and gave his handphone. Then he look very happy and said "I thought my handphone is gone" huh... ^{v₁}

Jeking

XO/27

Task 7

Have you ever do something wrong or being rude to someone? If so, tell how you behaved badly to that person in the box provided. Use the following guideline.

the rude behaviour / bad things:

- (a) who I was rude to / I did bad things to.
- (b) when the rude behaviour / bad things happened.
- (c) what the rude behaviour / bad things I did.

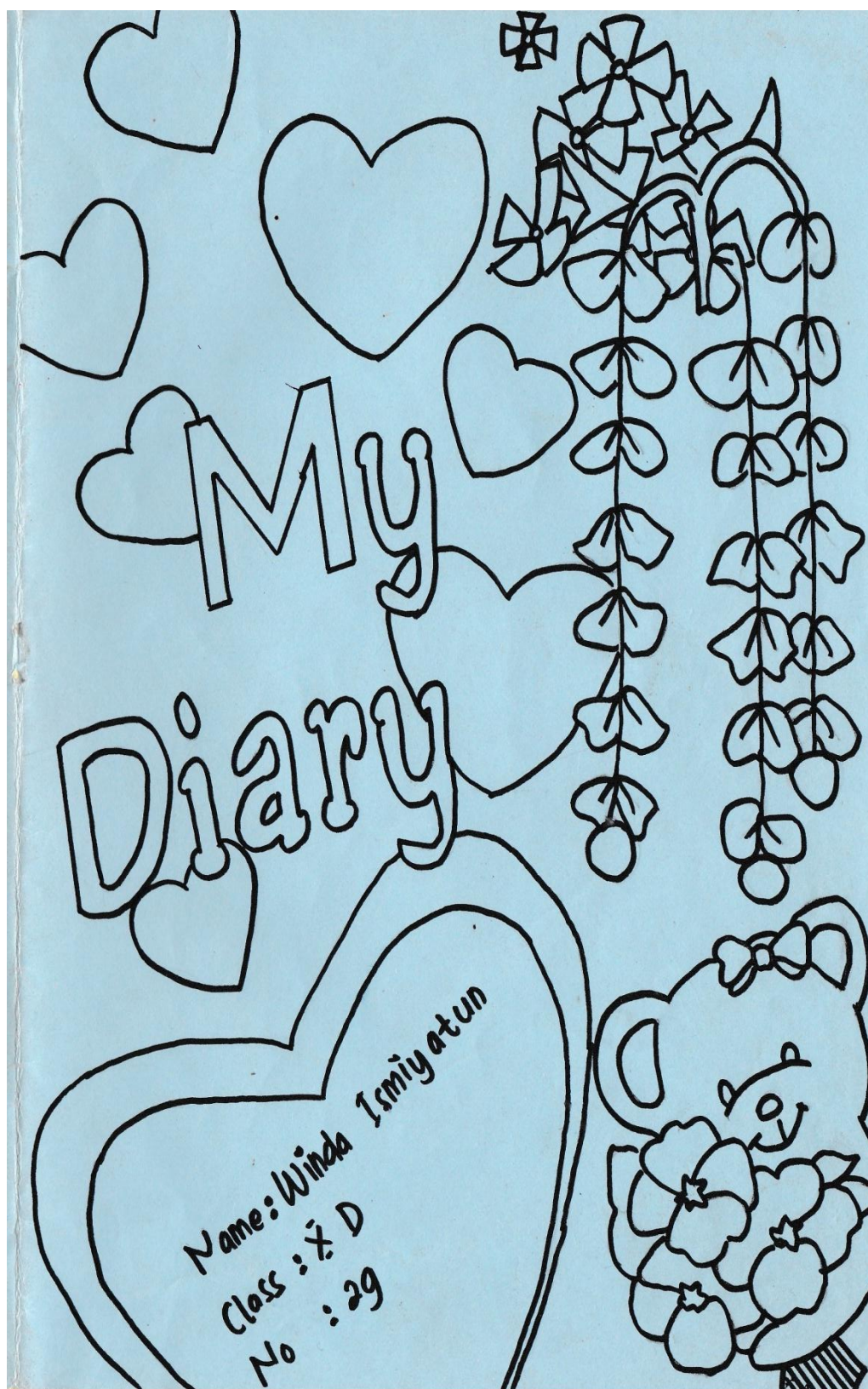
Hidden Phone

one day, My friend ^(v) so angry because.

I hide ^v his phone in the classroom.

I hide his phone while he was eating in the canteen. When he back, he was confused and looking for a cell phone. I laughed and pretended not to know. I returned his phone when he cried.

STUDENTS' DIARIES



February, 9th 2014
08.30 p.m.

Dear Diary...

I'm ^{v2}very happy because this morning he called me. Apparently he ^{v2}will ask ^{v2}stroll with me. Suddenly he came to my house for pick me up. Previously we ^{v2}that already ^{v2}agree to walk to somewhere. Somewhere I ^{v2}though interesting and amazing place. I was so happy and enjoyed that day.

Lovely,
Winda

Notes
V2 : past tense
Sp : spelling

Keep learning

February, 9th 2014
08.30 p.m.

Dear Diary...

I'm ^{v2}very happy because this morning he called me. Apparently he ^{v2}will ask ^{v2}stroll with me. Suddenly he came to my house for pick me up. Previously we ^{v2}that already ^{v2}agree to walk to somewhere. Somewhere I ^{v2}though interesting and amazing place. I was so happy and enjoyed that day.

Lovely,
Winda

Note :
Don't forget to use past tense.

Good Job

Zulfa Virginia Azlin

DARY BOOK

11-12-13

Dear Diary



Dear diary...

February, 9th 2014

Last Sunday afternoon, my boyfriend came to my house. But i ^{did not at} ~~didn't~~ in the house, i ^{out} ~~could~~ went with my mother. He said, ^{he could} ~~can~~ make me ^{auxiliary verb (did not let)} ~~surprised~~, so he ^{did not} ~~gave~~ me know previously.

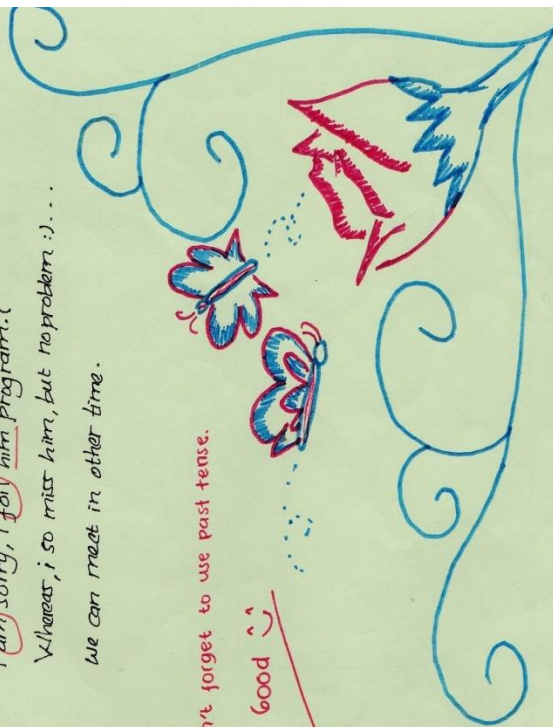
I ^{am} sorry, i ^{for} ~~for~~ him program: (

Whereas, i so miss him, but no problem :). . .

We can meet in other time.

* Don't forget to use past tense.

Good ☺



February, 10th 2014

Dear diary...

My mother was invited my boyfriend for dinner in my house ^{to} celebrate my mother birthday, but he didn't ^{vi} come. Maybe because there is ^{asked} affair something. He request for ^{about} me to dinner in another day. I was happy because of it.

Good
Keep Learning

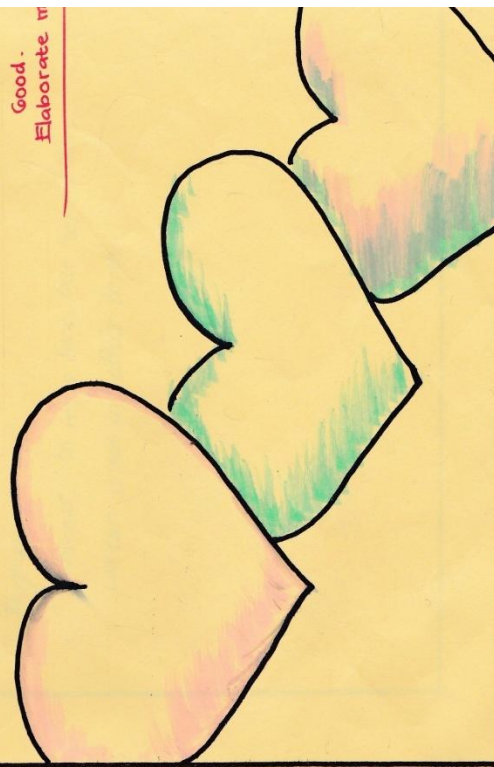


February, 11th 2014

Dear diary...

I was so tired and poor, because ^{was} in my house so quiet and my boyfriend busy for extracurricular tutorial lesson to be up against test. I was just watching the television and lying down on the bed.

Good.
Elaborate it





MY DIARY




PRIECA AYU. A

X D

19

Hello Kitty + Bola



February, 11th 2014
08:00 p.m

Dear Diary

Last Year ^{on} ~~date~~ 10 October 2013 was very special for me.

There was someone expressed love to me. His name ^{is} ~~is~~ Gonsaga, I

Surprised to hear that. I ^{by} ~~by~~ confused must responsible for what?

A few minute, I ^{will never forget} ~~was~~ speechless and finally I ^{accept} ~~accept~~ his love. That day I ^{was a} ~~was a~~ very happy, romantic and

Special for me. :)

Lovely
Prisca

Keep Learning

Note:
Don't forget to use past tense.

CINTA * :)

February, 11th 2014
06:00 p.m

February, 11th 2014
06:00 p.m

Dear Diary

Last Sunday was very ^{day} ~~bored~~ to me. Why? Because that

Sunday I was just home. I wasn't ^{boring} ~~went~~ with my friends.

Just sat down at home, watched television, ^{verb} ~~snack~~ etc.

Uhhh.... So was very ~~bored~~

Lovely
Prisca

Good :)

APPENDIX 10

Attendance List


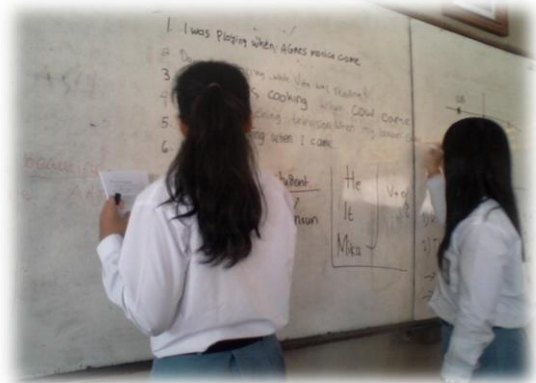



ATTENDANCE LIST
GRADE X D STUDENTS OF SMA NEGERI 1 NGEMPLAK
ACADEMIC YEAR 2013/2014

No	Name	M-1 (pre- test)	Cycle 1				Cycle 2		M-8 (post- test)
			M-2	M-3	M-4	M-5 (post- test cy.1)	M-6	M-7	
1.	AL. GONSAGA DWI PURNAMA P*	√	√	√	√	√	√	√	√
2.	ANGGI JADMIKO	√	√	√	√	√	s	√	√
3.	ANGGRA BELLA MUHAFILLAH	√	√	√	√	√	√	√	√
4.	ARI MUSLIKHAH	√	√	√	√	√	√	√	√
5.	AYU ASTARI	√	√	√	√	√	√	√	√
6.	BAGUS AFRIZAM RIZKY	√	√	√	√	√	√	√	√
7.	DELFIY BULAN ROSALIA*	√	√	√	√	√	√	√	√
8.	ERVANTONA PANDU MAHARDIKA	√	√	s	i	l	i	√	√
9.	FAHRIZAL VESDIYANTO	√	√	√	√	A	√	√	√
10.	FAJAR	√	√	√	√	√	√	√	√
11.	IGN. WAHYU CANDRA ATITUS*	√	√	√	√	√	√	√	√
12.	MARYA NATALIA DWI WIDYANTI*	√	√	√	√	√	√	√	√
13.	MELLIANANDA DWI ASTARINI*	√	√	√	√	√	√	√	√
14.	MITA WULANSARI	√	√	√	√	√	i	√	√
15.	MUHAMMAD FAHMI SYAEFUDIN	√	√	√	√	√	√	√	√
16.	NOVITA NUR AFIFA	√	√	√	√	√	√	√	√
17.	PATRECIA MENTARI SHIELLA P*	√	√	√	√	√	√	√	√
18.	PRISCA AYU ANGGRAENI	√	√	√	√	√	√	√	√
19.	RAHAYU KHUSNUL KHOTIMAH	√	√	√	√	√	√	√	√
20.	RENI SAPUTRI	√	√	s	√	√	√	A	√
21.	RIZKI HERMINAWATI	√	√	√	√	√	√	A	√
22.	ROBBI FATHKU ARZAKI	√	√	√	√	√	√	√	√
23.	SARINI PAHWATI	√	√	√	√	√	√	√	√
24.	SATRIO WAHYU PRATAMA	√	√	√	√	√	√	√	√
25.	STEFANUS DANY HERMAWAN*	√	√	√	√	S	√	√	√
26.	STEFANUS JELANG ALAM P*	√	√	√	√	√	√	√	√
27.	THERESIA NOVITA*	√	√	√	√	√	√	√	√
28.	WINDA ISMIYATUN	√	√	√	√	√	√	√	√
29.	YEHEZKIEL VIKO PRATAMA*	√	√	√	√	√	√	√	√
30.	YESI MALINDA	√	√	√	√	√	√	√	√
31.	ZULFA VIRGINIA AZLIN	√	√	s	√	√	√	√	√

APPENDIX 11

Photographs

PHOTOGRAPHS

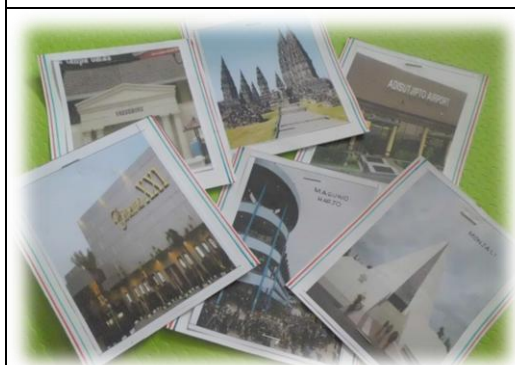
	
<p>The researcher was explaining the materials.</p>	<p>The students were writing their own sentences.</p>
	
<p>The researcher moved around to monitor the students' work.</p>	<p>The researcher was explaining the rules of the game.</p>
	
<p>The students were doing moving cards game.</p>	<p>The students were doing the guessing game.</p>



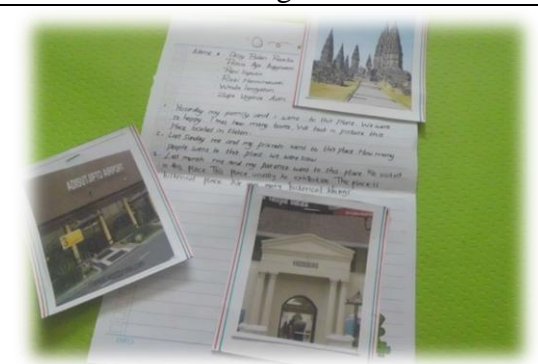
Picture 1: Jumbled words



Picture 2: The student's work of jumbled words game.



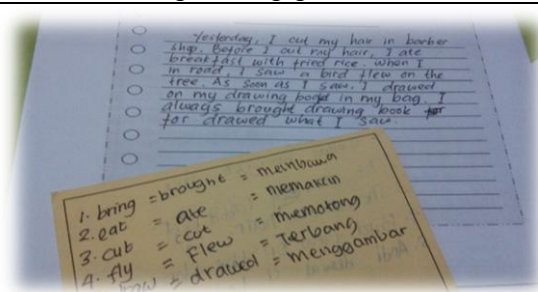
Picture 3: Flash cards for guessing game



Picture 4: The student's work of guessing game.



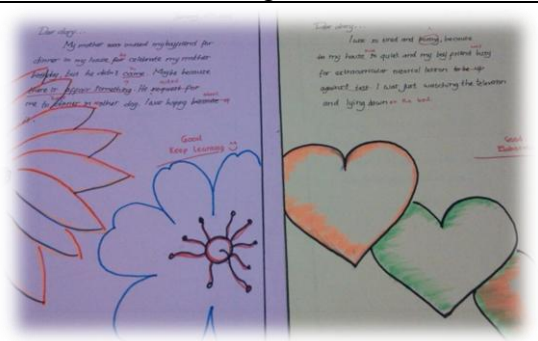
Picture 5: Cards



Picture 6: The student's work of moving cards game.



Picture 7: Students' diary books



Picture 8: A Piece of a student's diary writing

APPENDIX 12

Permit Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 0145c/UN.34.12/DT/II/2014
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

4 Februari 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE WRITING SKILLS THROUGH DIARY WRITING HABIT OF GRADE X STUDENTS OF SMA N 1 NGEMPLAK

Mahasiswa dimaksud adalah :

Nama : NOFI YULIANTI
 NIM : 10202244085
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Februari - April 2014
 Lokasi Penelitian : SMA N 1 Ngemplak

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Kasubbag Pendidikan FBS,


 Indun Probo Utami, S.E.
 NIP.19670704 199312 2 001

Tembusan:
 1. Kepala SMA N 1 Ngemplak



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 / Reg / V / 096 / 2 / 2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA** Nomor : **0145c/UN.34.12/DT/II/2014**

Tanggal : **4 Februari 2014** Perihal : **Ijin Penelitian**

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **NOFI YULIANTI** NIP/NIM : **10202244085**

Alamat : **KARANGMALANG, YOGYAKARTA**

Judul : **IMPROVING THE WRITING SKILLS THROUGH DIARY WRITING HABIT OF GRADE X STUDENTS OF SMA N 1 NGEMPLAK**

Lokasi : **KAB. SLEMAN**

Waktu : **05 FEBRUARI 2014 s/d 05 MEI 2014**

Dengan Ketentuan:

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah di sahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website : adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **05 FEBRUARI 2014**

An. Sekretaris Daerah

Asisten Berekonomian dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan



Henday Susilowati, SH.
NIP. 195560120 198503 2 003

Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Bupati Sleman CQ Ka. Kesbanglinmas
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA
- 5 Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 459 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan.
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/448/2014
 Hal : Rekomendasi Penelitian

Tanggal : 07 Februari 2014

MENGIZINKAN :

Kepada :
 Nama : NOFI YULIANTI
 No.Mhs/NIM/NIP/NIK : 10202244085
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
 Alamat Rumah : Jl. Limboto RT 08/03 Mujur Kroya Cilacap
 No. Telp / HP : 085727247633
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING THE WRITING SKILLS THROUGH DIARY WRITING HABIT
 OF GRADE X STUDENTS OF SMA N 1 NGEMPLAK**
 Lokasi : SMA Negeri 1 Ngemplak, Sleman
 Waktu : Selama 3 bulan mulai tanggal: 07 Februari 2014 s/d 07 Mei 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 7 Februari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
 Pembina, IV/a
 NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Ngemplak
5. Ka. SMA Negeri 1 Ngemplak, Sleman
6. Dekan Fak. Bahasa & Seni-UNY
7. Yang Bersangkutan



**PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAAHRAGA
SMA NEGERI 1 NGEPLAK**

Alamat : Bimomartani, Ngemplak, Sleman pos 55584

SURAT KETERANGAN

Nomor : 276 / 420 / 2013

Yang bertanda tangan di bawah ini :

Nama	: Basuki Jaka Purnama, M.Pd.
NIP.	: 19660628 199001 1 001
Pangkat/gol. Ruang	: Pembina / IV. A
Jabatan	: Kepala Sekolah
Unit kerja	: SMA Negeri 1 Ngemplak

Dengan ini menerangkan bahwa :

Nama	: Nofi Yulianti
NIM	: 10202244085
Program / Tingkat	: Pendidikan Bahasa Inggris / S1
Fakultas	: Bahasa dan Seni
Universitas	: Universitas Negeri Yogyakarta

Telah melaksanakan penelitian dengan judul "Improving The Writing Skills Through Diary Writing Habit Of Grade X Students Of SMA N 1 Ngemplak " di SMA Negeri 1 Ngemplak pada tanggal 6 februari 2014 sampai dengan 11 April 2014.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Ngemplak, 17 April 2014



Kepala Sekolah

Basuki Jaka Purnama, M.Pd.
Nip. 19660628 199001 1 001